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ABSTRACT

The purpose of this book is to provide teachers with an idea of the range of teacher education possibilities in the field of legal education and to suggest means of constructing programs to meet the needs of individual communities. Law-related education seeks to improve the citizenship skills of American youngsters by helping them learn about the law, legal processes, and the legal system. Seventeen articles written by various authors describe legal education programs throughout the United States and suggest practical tips on the many aspects of teacher education which can achieve this goal. The book begins with an article suggesting methods for determining what various segments of the community think law-related education should encompass. Articles in the next section raise some general questions including building community support, selecting participants, and developing a schedule. The role of law-related instruction in elementary schools is considered in the following section. The next section contains eleven articles which describe a variety of approaches to law-related education. The approaches range from simple awareness sessions to intensive summer workshops. Each article in the book provides the address and phone number of the program being described. The final section contains suggestions for following up teacher education programs. A list of additional resources concludes the book. (Author/JR)

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TEACHING TEACHERS ABOUT LAW

A Guide to Law-Related Teacher Education Programs

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Introduction

Law-related education seeks to improve the citizenship skills of American youngsters by helping them learn about the law, legal processes, and the legal system. The intent is not to make students into amateur lawyers, but rather to help prepare them for citizenship by giving them a better understanding of the role of law in our democracy.

Since law-related education has different goals and content from professional legal education, it follows that those who teach in law-related programs don't have to be lawyers. Indeed, teachers have important instructional skills that lawyers may lack, as well as insights into the learning process and familiarity with the total curriculum.

But if teachers are to carry the instructional burden in this important area, we have to provide them with the tools they'll need. We have to give them an accurate knowledge of important points of law and legal process. We have to advise them of the many pedagogical techniques that are particularly suitable for law-related education—case studies, socratic questioning, role plays, mock trials, and field experiences. We must help them gain confidence to use these techniques in their own classrooms. We have to suggest ways in which law may be infused into the existing curriculum. We have to increase their familiarity with law-related materials. We have to help them learn to use the wide variety of community resources available to law-related programs.

We can best help teachers through carefully planned programs of teacher education. This book does not suggest a detailed, step-by-step curriculum in teacher education. It doesn't attempt to tell you what aspects of law teachers need to know, and, if articles touch on teaching techniques, they do so to provide examples of a teacher education program, not to provide the substance of that program.

Instead, this is a "how to" book. It seeks to give you some idea of the range of teacher education possibilities in this field, and to suggest means of constructing a program that is right for your community. The articles in this book give you practical tips on many aspects of teacher education, including how to attract top quality participants, how to build a strong staff, how to win the support of bar associations, law enforcement agencies, and other groups, and how to effectively use lawyers, judges, and other resource persons in teacher education programs. Other topics include winning support for law-related education by providing programs for administrators, training teachers to be instructors in the teacher education program, building a sense of camaraderie and shared purpose among teachers, and involving lawyers and educators in designing curricula and creating materials.

The book begins with an article suggesting methods for determining what various segments of the community think law-related education should encompass. It points out that this process can and should be the first stage of a broad-based law-related program in the schools.

The articles in the next section raise some general questions that all teacher educators in this field may want to consider. Topics include building community support, selecting participants and securing staff, developing a schedule, and dealing with administrative considerations such as choosing a location for the program and arranging for field trips.

That section is followed by a special section on law-related education in elementary schools. Topics here include the need for elementary programs and considerations that elementary teacher educators should take into account, as well as a description of a successful program's elementary component.

The next section is by far the longest in the book. It contains articles describing a variety of approaches to law-related teacher education. The approaches range from simple awareness sessions to intensive summer workshops. We hope this section will suggest an approach—or combination of approaches—that is right for your program and your budget.

The next section is on following-up the teacher education program. It contains an article based on interviews with project leaders from around the country, in which we suggest a number of proven ways of giving teachers the continuing help that will enable them to teach effectively about law in their classrooms.

Each article in the book provides the address and phone number of the program being described. We urge you to contact these programs directly for further information. The final section of this book gives you some additional resources. It contains a list of the ABA's publications on law-related education, a brief annotated list of books on law-related teacher education, and information on how you can get in touch with other projects which have educated teachers in this field.

This isn't a book that will answer all your questions. No book can do that. But it will give both newcomers and veterans some idea of the state of the art at this time, and it will—we hope—give you the tools and insights to help you plan and direct a successful teacher education effort in this new and important field.

Since we anticipate periodically revising this issue of *Working Notes*, we'd very much like to know about your ideas and experiences. Was this book helpful? If so, how? What other information might it have provided? What topics should we cover in future editions? You can contact us by writing: Special Committee on Youth Education for Citizenship, American Bar Association, 1155 East 60th Street, Chicago, Illinois 60637.

Preliminary Considerations

Editor's Note

When we were planning this book, we sent a tentative table of contents to a number of lawyers and educators around the country. Many of these persons—and virtually all who were university professors—lamented the absence of an article providing a thorough rationale for law-related education. These respondents felt that it wasn't enough to give readers descriptions of approaches to teacher education and tips on how to implement teacher education programs; they believed that we must discuss the goals and objectives of law-related education. They feared that we would concentrate too much on the "how" and not enough on the "why," thus risking what Charles Silberman has called the "mindlessness" of American education.

While an article discussing goals and objectives might be appropriate in certain instances, this publication has a somewhat different focus. Rather than providing an article discussing rationales, we felt it would be more useful to give readers some tools in constructing their own rationales for their own programs. Thus, Mary Jane Turner and Roxy Pestello don't tell you what your goals and objectives should be, but they do suggest a process that will enable you to get a sense of the community—help you learn what teachers, lawyers, law enforcement people, students, parents, community representatives, and others want as the goals and objectives of their *law-related education program. And as the authors themselves suggest, this process will also help to legitimize the project, bring it to the attention of key people and organizations, and get it off to a good start.*

For those seeking a more in-depth discussion of the "why's" of law-related education, we suggest you read YEFC's Reflections on Law-Related Education (Working Notes *No. 3) and* Law-Related Education in America: Guidelines for the Future. *Information on how to order these publications is included in the bibliography of this book on pp. 220-21. Upon request, we would also be happy to recommend additional articles and books on the rationale of law-related education.*

Designing a Program for Your Community

Mary Jane Turner and Roxy J. Pestello

Any teacher who is interested enough to identify curriculum materials, to invite attorneys and other representatives of the justice system into the classroom, or to arrange for field trips can teach a legal education course. By the same token, lawyers can make themselves available to teach in local schools, to participate in or preside at mock trials, to facilitate field experiences, and to provide a variety of other resource roles. Any of these or similar efforts are usually worth the time and energy because they lead to more interesting and relevant courses of study. None of them alone, however, can be considered complete legal education programs because a legal education program for a school district should be a total program designed to meet the needs and expectations of both the students and the community.

When one person attempts to develop a program, it too often reflects the world as he/she sees it. Thus, the focus may be too narrow and restricted. One person may feel that young people need to know about their constitutional rights; another may think that respecting authority, obeying rules and regulations, or behaving responsibly is a more appropriate focus. A third person may believe that students should learn how the criminal justice system works, while a fourth may decide to teach consumer law. Each may be right to a degree, but the only way to determine what really constitutes a valid district-wide program in legal education is to involve representatives from many segments of the community in curriculum decisions.

There are several reasons why it is important to solicit input from as broad a spectrum of community representatives as possible. First, a successful program is one that meets individual and group needs. Thus students, people from within and outside the legal system, both sexes, and representatives of various ethnic, socio-economic, and age groups must have an opportunity to articulate their needs and expectations so that these can be considered.

Mary Jane Turner is Program Coordinator of the Colorado Legal Education Program; Roxy J. Pestello is a staff associate of the Program. The address of the Program is Social Science Education Consortium, University of Colorado, 855 Broadway, Boulder, Colorado 80203. Its telephone is 303-443-1370.

Secondly, legal education is often controversial. Dealing, as it might, with potentially volatile topics such as students' rights, equal enforcement of the law, gun control, drug abuse, and false advertising, it can be misinterpreted and misunderstood. The more people who participate in determining program objectives and selecting content focus, the less likely misunderstandings will occur.

Finally, the "team" which is mobilized to design a legal education program will generally protect its investment of time and energy by continuing to serve as an ongoing support base. Furthermore, the interaction of diverse groups—students with police, attorneys with teachers, school administrators with community lay representatives—often improves attitudes and builds feelings of trust and support. In other words, the process produces a beneficial outcome independent of the product.

Who Needs to Do What

An individual classroom teacher or lawyer cannot implement a full-blown legal education program without help, but he/she certainly can begin to mobilize a group which can develop such a program. It might be a good idea, especially in a large, urban area, to involve a curriculum coordinator, school administrator, local bar association, or parent/teacher group (or almost any agency with significant time and staff support) which could readily facilitate bringing together people to design a community needs assessment. A needs assessment is nothing more than a statement expressing what various members of the community think is important for students to understand about the law.

The needs assessment statement can take several forms. For example, businessmen, law enforcement officials, labor leaders, attorneys, ministers, parents, teachers, school administrators, and students could be interviewed. The school curriculum might be analyzed. Position papers could be solicited from several community sources.

However, as it will be necessary at some point to bring all these people together to negotiate what needs should be addressed first, we suggest a meeting or series of meetings at the outset involving all the interested participants. The advantages of doing this are twofold. First, and of major importance, those people who attend can immediately be formed into a "legal education team"—a concrete entity able to make decisions and generate support.

Second, these meetings provide an excellent opportunity to inform the group about the scope, quality, and potential of legal education. This is the time to expand awareness—to show *To Reason Why*,[1] to teach a demonstration lesson, to discuss what other communities are doing, and to display curriculum materials. Consciousness raising is essential to provide a perspective on and understanding of the task.

Following their interaction about the world of legal education, participants can then engage in "brainstorming" what they want students in the community to know, feel, and be able to do about the law. A well-conducted "brainstorm" is a simple, yet extremely valuable, technique because: (1) it puts all the participants on an equal footing, since all ideas are treated equally; and (2) it quickly generates a laundry list of needs and concerns.

The facilitator for the meeting should first set down the rules for brainstorming, which are:

1) Anything goes (say what you are thinking)
2) Don't evaluate (all ideas are worthwhile and merit consideration)
3) Repetition is fine (people think of the same idea for different reasons)
4) Piggybacking is good (use others' ideas for a springboard)
5) When you can't think of anything else, wait a minute and try again.

Arrange for one or two people to write (with magic markers on poster paper) all of the ideas that are expressed. These sheets, which will represent a broad cross-section of views, can then be posted around the room for easy reference during the second and third stages of the needs assessment.

The second stage involves grouping the goal statements which were elicited during the brainstorming. For example, a number of goals might have emerged during brainstorming concerning police and law enforcement. These could be grouped together under either of these topics, or under both of them. Other sets of ideas could be grouped under consumer law, constitutional issues, and so on. The important aspect of this process is that by grouping ideas, they are reduced to manageable numbers which can be considered during the next stage. Grouping also quickly illuminates which are the major ideas and which are the supporting ones.

The third stage is, in many respects, the most arduous and probably the most critical. It is during this stage that priorities are set. It is never possible, or even desirable, to teach everything about the complex world of law. It is certainly possible, however, to address those areas which are considered high priority by community participants. Which needs are most important, second most important, and so on? This stage demands much discussion and may run for two or more sessions as participants negotiate, compromise, and strive for consensus—the very processes that are so much a part of our legal system.

The fourth step involves converting needs into goal statements that can be achieved in a school program. These goals should be general and should reflect the most important concerns of the community. Pay special attention to what teachers and school district personnel say, so that you're sure that expectations are realistic and within the school district's scope and competence. It is unrealistic to expect the school to assist in enforcing the law or to assume part of the responsibilities of the juvenile courts, no matter how important these needs are perceived to be. Schools can realistically be expected to help students gain knowledge about the legal system, examine the values of the system, develop skills necessary to cope with the system, critically analyze various parts of the system, and interact with people who work in the system. Schools might also be expected to assist students in learning about the law, including such topics as the nature, functions, and scope of law, what the law says, and how it can be changed.

Finally, it is useful to develop both long and short range goal statements and to differentiate sharply between the two. For example, a goal statement for a one-year program might be to change students' attitudes about the police. A goal statement for a four-year program might be to increase their understanding of the role of law in society, their ability to work within the system to change the law, and their knowledge about particular laws.

Putting Together and Funding a Program That Will Achieve the Goals

Exactly where and how the goal statements will be integrated into the school curriculum depends upon several factors. Looking at the district's social studies curriculum guide is the most obvious first step in determining where law goals fit. If no such animal exists in the district, the social studies coordinator and teachers will know what is already taught at each level, what the content focus is, and what materials are being used.

Beyond identifying where and at what level legal education goals fit into the existing curriculum, it is very important to assess how well social studies objectives are being achieved. For example, do the teachers feel that the civics course is dull, unrealistic, and missing the mark? Does that part of the American History course relating to development of the Constitution turn students off? Do the Social Problems teachers feel that students are not interested in social problems or in developing new alternatives to solve them? This does not mean that one should only look for the "sick" spots in the curriculum and infuse legal education there. It does mean that teachers should be made aware that new and exciting legal education content and strategies can make their task more rewarding and their teaching more relevant and exciting.

One way of making teachers aware of the potential of law-related education is to ask them to implement it selectively. Time of year has a bearing on how this implementation proceeds. If it is well into the second semester, for example, it will probably make more sense to ask several teachers to intersperse legal education content—try out a few lessons—into what they are already doing. This will not overwhelm already overburdened teachers, will provide concrete classroom experiences which the teachers can share with their peers, and will be useful in helping practitioners become familiar with the wide world of legal education. This effort will also provide a rough measure of which teachers are interested enough in legal education to really get involved. It makes sense to work primarily with enthusiastic teachers. The momentum of the program will often bring along laggards. Out and out resisters will not be of any help anyway.

You might also want to look at the attitudes and behavior of the students. Are cynicism and apathy up; is respect for authority down? This could mean that elementary teachers should be dealing with moral and ethical dilemmas, examining the need for rules and regulations, and exploring such issues as fairness, responsibility, and authority.

Yet another concern is the cost of the new program. In this regard, design the "ideal" program first. If it seems rational to implement a one-year course at grade 12, a one-semester course at grade nine, units on constitutional law in American History, a consumer law component in eighth grade social studies, and a series of units in elementary social studies, plan it that way. *Then* start looking for the resources. The most important thing to keep in mind is that implementing a program does not have to depend on receiving a large grant. A lot of money is nice to get a program going, but much can be done quite inexpensively.

In the first place, curriculum materials in legal education are generally supplementary and relatively inexpensive. Second, your district may already have materials which will work or which can be adapted. In all instances, use the resources of the district fully. Materials might be purchased through library budgets or as part of adoption plans. Many districts have acquired legal media and materials under various titles of the Elementary and Secondary Education Act. If there are development projects around, determine whether they would consider using the district as a field-test site. If so, their materials are provided free of charge.

Curriculum materials are not the only cost, however. Expenses for teacher education and expenses for field trips must be considered. Teacher education can often be accommodated as part of the district's regular provision for in-service. If no such released time is available, teachers might be willing to contribute the time necessary for training if course credit (either district professional growth or university) were offered as an incentive.

Police departments in larger municipalities usually have a riot bus which they will make available for field trips. Many departments have ride-along programs, and most will conduct tours through their facilities. Judges, lawyers, and others in the legal system are usually eager to provide all kinds of assistance to the schools—anything from preparing materials, manning a hot line, and critiquing materials, to presiding at mock trials and making courtrooms available. Members of the Colorado Bar Association have, in a two-year period, contributed over $12,000 in time and work to the Colorado Legal Education Program. Additional hard money was also contributed by the organized bar.

Groups outside the formal justice system might also be willing to contribute money for materials and/or field trip expenses. Parent-teacher associations and fraternal, service, business, and veterans' organizations all recognize the importance of legal/civic education programs.

The team that was organized to generate the community needs statement is another resource that should be treasured and maintained. The members will provide a link with the community that will be invaluable over time. They can identify local funding sources, explain the objectives of the program, mobilize new supporters, and generally publicize the effort.

If, after examining all the local resources, it still seems necessary to seek additional funds to mount a program, the best guide is *The $$ Game: A Guidebook on the Funding of Law-Related Educational Programs,* published and distributed by the Special Committee on Youth Education for Citizenship (YEFC) of the American Bar Association. *The $$ Game* is a practical, down-to-earth guide written by practitioners who have already faced and solved funding problems.

The What and Where Is Decided, But How Do You Get Started?

At this point, a community team has been established; goals have been set; the curriculum has been examined; and decisions have been made about where, at what grade level, and for how long legal education is going to be infused into the curriculum, what teachers will be involved, and where money to accomplish all this will come from. The range could be from developing an articulated K-12 program in legal education, to creating a one or two semester or year-long course, to asking several teachers to integrate units or activities into their existing courses. Whatever you decide, however, remember that the plan should be realistic in terms of how much can be accomplished in the short range and what should be part of the long range plan.

For example, it may be unrealistic to try to implement an entire K-12 program in one year. Probably, only three or four grade levels should be involved initially. Expansion into all grade levels might take two or three years. On the other hand, it does make sense to design awareness sessions for all teachers who will eventually be involved. Not only does this excite teachers about the possibilities of legal education, it legitimizes the program, gives everyone an understanding of the basic goals, and provides an opportunity to conceptualize a variety of ways these objectives can be achieved.

Once it has been decided who is going to do what, the primary responsibility for implementing the program rests with the teachers. This does not mean that the rest of the team disappears, never to be heard from again. There are many ways they will continue to assist—lawyers helping with mock trials, policemen debriefing role plays, parents providing rides to field sites, and so on—but the job of converting goal statements into curriculum programs that will reach students is essentially a job for the teachers.

Teachers must also examine the vast array of law-related curriculum material that is available. It is a great mistake to endlessly reinvent the wheel and assume that it is necessary to write a new curriculum from scratch. The awareness sessions should provide an overview of what kinds of materials are available. In addition, other projects may have identical or similar goals; existing materials may have similar rationales and objectives. YEFC's *Directory of Law-Related Educational Activities* identifies projects and programs in many states and briefly describes the emphasis and focus of each. YEFC's *Bibliography of Law-Related Curriculum Materials Annotated* (second edition); *Media: An Annotated Catalogue of Law-Related Audio-Visual Materials;* and *Gaming: An Annotated Catalogue of Law-Related Games and Simulation Materials* provide exhaustive annotated listings of curriculum materials, games, and media. The *Handbook of Legal Education Materials,* developed by the staff of the Colorado Legal Education Program, presents a more extensive analysis of over 70 legal education curricula, including critiques prepared by Colorado attorneys of the legal content of many materials. (For more information on the handbook, and on other aspects of the Colorado Program, please contact us at project offices.) Use of such sources will substantially reduce this vital facet of your preparation while providing a clearer sense of the available alternatives in legal education.

The next task that must be undertaken is to convert the general goal statements into specific program objectives. Purists will, no doubt, suggest that this step should precede the identification and analysis of curriculum materials. We prefer to do the survey of materials first for two reasons. First, the more one sees and learns about legal education, the more one is aware of the vast numbers of alternatives, approaches, and strategies available for reaching legal education objectives. Second, writing either behavioral or nonbehavioral objectives is a difficult, time-consuming, and burdensome process, and demands a skill too few teachers possess. If a curriculum developer has already formulated objectives that make sense and match the goals a teacher is trying to deal with, the teacher should feel comfortable using these objectives in his/her program. This does not mean that every objective in a curriculum must go into the program just because it is there. It does mean that teachers should pick and choose activities, modify and adapt, and select those parts of a curriculum program they think will best accomplish what they propose to do. It may also mean that a teacher will put together objectives from several sets of materials in order to develop a satisfactory course.

A few teachers may not be successful in identifying objectives in the materials which fit their needs, and it may be necessary to provide them with assistance in developing their own. An example of converting a general goal into a curriculum objective is as follows:

1) *Goal Statement:*	Students ought to know more about the Bill of Rights.
Objective:	To teach students more about search and seizure (the Fourth Amendment).
Behavioral Objective:	Students will be able to define "warrant" and "probable cause."
2) *Goal Statement:*	Relations between students and law enforcement officials ought to be improved.
Objective:	To change students' attitudes toward the police.
Behavioral Objective:	Students will score significantly higher on a post-test measuring positive attitudes about the police.
3) *Goal Statement:*	Students ought to be wiser consumers.
Objective:	To teach students how to recognize false advertising claims.
Behavioral Objective:	Students will recognize and identify 10 instances of false advertising in a current magazine.

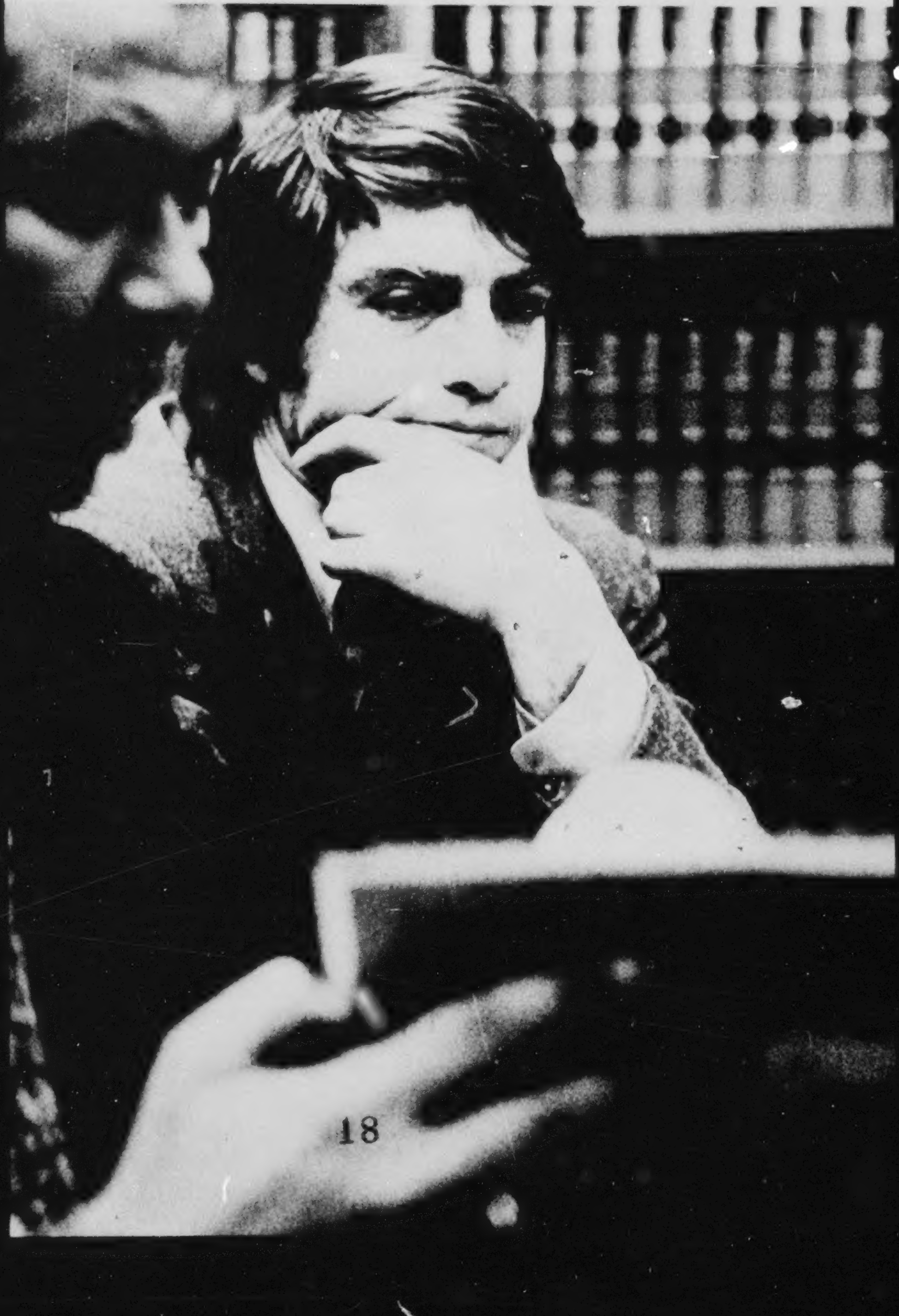
We have now come full circle from when we were suggesting that citizens should be brought together to define what they felt young people should know, feel, and be able to do about the law. Community goal statements have been translated into programmatic objectives.

Needless to say, we believe every school district should include legal education as an integral part of the curriculum offering. Legal education is exciting and well worth the time and energy that must go into implementing it. Good luck with your efforts!

Note

1. This half-hour film, available from the American Bar Association's Special Committee on Youth Education for Citizenship (1155 East 60th Street, Chicago, Illinois 60637), discusses the rationale and objectives of law-related education and shows how it has been successfully introduced in classrooms and teacher education programs.

Developing a Teacher Education Program



Editor's Note

Law-related teacher education programs come in all shapes and sizes. A glance through our section on approaches to teacher education (pp. 67-200) will show how different they are in size, intensity, and a host of other factors. However, teacher education programs do have some things in common, and these things are the subject of the two articles making up this section.

All teacher education programs try to attract the best teachers and to provide the best possible instruction. All law-related teacher education programs seek to increase cooperation among the legal profession, the community, and the educational system, and to help teachers create resource networks they can use when they return to the classroom. Sharon Franz discusses these matters in the first article of this section. In the second article, Bill Sullivan and Lanette Baker discuss two other considerations that concern teacher educators: the need to carefully plan and structure .eacher education programs and the need to deal with the swarm of small details that arise in administering such programs.

In addition to discussing these common concerns, each article provides a glimpse of a successful teacher education program. Sharon describes several aspects of the multiple week teacher education program offered by the Philadelphia office of Law, Education and Participation. Bill and Lanette illustrate their points by describing the multiple week school year programs and the intensive three week summer programs offered by Texas' Law in a Changing Society project.

Building Community Support and Selecting Participants and Staff

Sharon Franz

Law has become an integral part of virtually every aspect of daily life, and all citizens need to better understand law and its function in society. The average citizen, however, is unfamiliar with most of the fundamental rights and responsibilities of a society based on law. Teachers, regrettably, are no exception to this rule.

The last 20 years have seen a proliferation of studies, articles, programs, discussions, and seminars on why Johnny can't read, write, add, spell, talk, or think. While Johnny is certainly the major concern, the focus is generally on the American school system, which is expected to teach Johnny how to become an effective, productive, fulfilled, contributing citizen. Among the many administrators, superintendents, school board members, parent groups, advisory councils, and specialists, one finds a teacher, struggling to teach. We know that there are good teachers, teachers who can make the information real, who care that students understand, who believe in what they're teaching and make learning fun. Where do these teachers come from? How did they learn to teach so effectively? Are good teachers born or trained? If we assume the former, then there is very little that can be done for those who aren't blessed with innate ability. However, our experience in developing a law-related teacher education model over the last two years convinces me that good training can help make good teachers. In this article, I'll concentrate on three of the components essential to a successful teacher education model: building community resources, putting together an able staff, and attracting good participants.

The Temple/L.E.A.P. Project

The Eastern Regional Law, Education, and Participation project, established in Philadelphia in June 1974, is a joint project of the Constitutional Rights Foundation and the Temple University School of Law.

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The general purpose of the Temple/L.E.A.P. project is to stimulate and develop law-related programs for elementary and secondary students, senior citizens, and the general public throughout the region.

Under the leadership of Dean Peter J. Liacouras, Temple University School of Law has repeatedly demonstrated its commitment to the community and to helping the larger society understand and cope with the law. The law school has provided both space and equipment for the L.E.A.P. program and has actively involved civic leaders, bar associations, and community representatives in the work of L.E.A.P.

A Title III grant from the Pennsylvania Department of Education provided the opportunity to design and implement a law-related teacher education program for teachers from the five counties of Southeastern Pennsylvania. Education Director Harriet Bickelman and the L.E.A.P. staff have provided in-service training to 190 teachers in such areas of the law as criminal law, juvenile law, consumer law, and First Amendment rights. Classes meet for 10 weeks at the Temple University School of Law. Meetings are held on Saturday mornings from 9:00 a.m. to 12:00 noon. Classes range in size from 15 to 22 participants.

Each of these 30-hour courses covers seminal issues in a specified area of law. Substantive information is integrated with a variety of teaching techniques and participation activities designed and taught by the education director and requiring the involvement of the teacher trainees.

The sessions are evaluated by participants weekly, and the entire program is evaluated at its conclusion. These evaluations—pre and post, cognitive and affective, weekly and program—show that teachers are comfortable with the material, have a new understanding and appreciation of the law, and are eager to introduce law into their own classes.

Building Community Support

Implicit in the definition of law-related education is the need for closer communication and cooperation among the legal profession, the community, and the educational system. While the teacher must be the focus of the teacher education design, a great deal of attention must be paid to developing necessary community systems. Community support is essential to a program's funding, stature, and acceptance; it is also essential in building resource networks which can be used by and for teachers in their training and their teaching.

Several constituencies must be cultivated and integrated into the teacher education design. This effort must include groups both directly involved with public education and indirectly affected by it. The most important are state and local bar associations; justice personnel, including the police, judges, prosecuting attorneys, public defenders, parole and probation officers, and ex-offenders; educational administrators from the state and county and local levels, including school principals and department heads; and citizen groups such as parent organizations, the League of Women Voters, and community organizations concerned with education and/or law enforcement.

The Legal Profession

Law-related education will never become part of our educational scheme without the active and continuous involvement of lawyers and bar associations. There is no doubt that teachers could teach law-related education without lawyers, just as teachers teach mathematics without mathematicians, but if one of the goals of law-related education is to break down some of the artificial barriers and misunderstandings between lawyers and laypersons, teacher educators must include lawyers, law professors, and law students in every phase of the operation from planning to follow-up.

In our program, law faculty have been valuable resources in reviewing legal content and acting as legal experts, guest lecturers, and mock trial judges. Law students teach the law materials, conduct research, and clarify legal content for laypersons. Working closely with the education director, the law students have developed the substantive law component of our teacher education programs. We use lawyers, judges, probation officers, and others as community resources in teacher education classes. They give insights into how the law actually operates.

Needless to say, the cooperation of Temple University's School of Law has really helped us marshall community resources, but projects without a similar institutional affiliation can also win community support. The ABA has done significant work on the national level with the establishment of the Youth Education for Citizenship Committee, which does outstanding work in stimulating programs throughout the country. However, you may need to convince your local bar associations to become active supporters and participants in developing teacher education programs. There are several ways to seek the bar's support, and the project director must assess the climate and receptivity in his/her particular area when soliciting assistance. Rather than approaching the chancellor of the bar with a vague idea at the beginning stages of development, it may be more feasible to contact the Young Lawyers Section of the bar and request their help. Where such a group does not formally exist, some of the more active lawyers from the community can be approached and asked to assist in the program. This will be the beginning of the legal profession's involvement. Rather than making a general request for large numbers of lawyers at the outset, it is best to select three or four lawyers and, with their help, do the intensive work necessary to clarify the program's goals and objectives.

Including lawyers in a law-related teacher education program requires some thoughtful planning. Lawyers are most useful when they understand the overall goals of the program, appreciate the apprehension of laypeople about the law and lawyers, and know how to participate in activities and provide substantive legal information in clear direct language that avoids jargon and legalese.

You can help guarantee the smooth cooperation of lawyers and educators by developing a two- or three-hour orientation session conducted by the project director and, if possible, a lawyer already experienced in the program. This session, which should ideally take place over lunch, will help the lawyer-volunteer understand your general program and objectives. If the lawyer is too busy and a session is not possible, the project director should send the lawyer materials, talk to him/her on the phone, and try to arrange at least one preliminary meeting to discuss the subject and its presentation. While this may seem a great deal of work for a presentation of one or two hours, once the foundation is laid, the inclusion of these lawyers is a simple and uncluttered process.

One of our first volunteers was a young lawyer in the city, whom we reached through the Young Lawyers Section of the Philadelphia Bar Association. There was some correspondence, several telephone calls, and a lunch date. When he finally appeared as the judge in our mock trial, he knew all about the L.E.A.P. program and understood what teachers knew and what they were expected to learn. Now, our involvement with the Young Lawyers is an established fact, and when we call for support, it's quickly forthcoming.

Throughout this process, the bar association should be apprised of the cooperation and contribution of any of its members. This may take the form of thank-you letters or appreciation luncheons. This building of support will eventually lead to the bar association's endorsing its involvement in specific teacher education programs and in law-related education in general.

Law Enforcement and Justice Personnel

When involving the police department and justice personnel, contact officials at the highest level (i.e., the police chief or presiding judge). In most cases these requests will be handed down to the appropriate person, and cooperation is almost always forthcoming. The reason for going to the top is twofold—(1) it shows a respect for protocol, and (2) it keeps superiors informed of the educational program and the contributions of their staff. This will smooth the way for fuller cooperation in the later stages of implementation.

For instance, when L.E.A.P. solicited the support of the Department of Justice's Consumer Protection Bureau, we sent the initial request to the executive director. He responded by assigning us a lawyer who handles civil litigation, and in a later session we involved an investigator (a nonlawyer doing law-related work) from this office who discussed consumer complaints with the class.

Again, I recommend that you follow the same procedures of meeting with the consultants, providing them with written materials, and discussing the overall program and the objectives of a particular presentation. This will put the community consultant, be he a lawyer, police officer, investigator, parole officer, or judge, at ease in knowing something about the participants' background and expectations, and will assure the appropriate balance of substantive law, practical application, and learning activities attuned to teachers' needs and interests.

Community Groups

When working with community groups, be they neighborhood organizations, parent groups, or the League of Women Voters, it is helpful to identify the mutual concerns of the teacher education program and the particular organization. Most citizens involved in community issues recognize the importance of quality education programs and well trained teachers. They're eager to share some of their special experiences with teachers and to explore ways of working together. Again, the education director must meet with these representatives to exchange information on how the community group can enrich the teachers' learning. For instance, in Philadelphia, we have used Sister Falaka Fatah, who is the founder of the House of Umoja and has been instrumental in negotiating truces between warring gangs. Her contribution in the juvenile justice unit has been invaluable and fits easily into the teachers' readings and discussions on juvenile crime.

I cannot stress enough the importance of communication and foundation building. When we talk about law-related education, we are talking about opening doors which have been closed for too long, exchanging information about law, education, and their interrelationship. If the coordinators of teacher education projects use this model for communication in the program, they will help teachers learn the tremendous value of involving community representatives in their own efforts.

Staffing the Teacher Education Program

In our program, the central staff consists of a project coordinator and an educational specialist, with many other persons involved as consultants. Since I am naturally most familiar with this model of staffing, I have it principally in mind in the discussion that follows. Of course, many variations are possible.

Project Coordinator

The project coordinator is a key person in the successful development of a quality teacher education program. All of the important communications and coordination will become the responsibility of this person.

Ideally, the overall policy for a teacher education program should be set by a committee or advisory group composed of representatives of the legal profession, education, business, government, and civic organizations. However, as the model begins to take on form and substance, the project coordinator must have the final decision-making responsibility for implementation.

This person must also orchestrate the many and diverse elements which make up a complete teacher education program. These elements begin with sufficient substantive legal materials, which, if not already available, are best developed by lawyers and educators working together. The process of integrating legal content with educational objectives is difficult, even when lawyers and educators work together. However, such cooperation is definitely superior to any effort produced by one or the other.

Along with these substantive legal materials, the program needs a wide variety of teaching activities and techniques for teachers to use in their own classroom; the involvement of community resource persons practicing or involved with the law; a familiarity with and utilization of community resources for field trips and possible student internships; and a competent, well organized staff. All of these elements must be carefully sequenced and integrated by the project coordinator to insure the balanced presentation of law and learning.

Who is this person? What do you look for when identifying her/him? What questions do you ask? In a recent study conducted at the University of Southern California, 100 elementary teachers were polled about their choices for inservice teachers. The experienced teacher was the overwhelming choice as the person most likely to elicit confidence in both the affective and cognitive teaching areas.[1]

The coordinator should be familiar with the many details and frustrations that go into developing an exciting and coherent educational program for students. Only someone who has stood before a class and has tried to teach new and important information can appreciate the energy that goes into such an endeavor. However, a knowledge of and empathy for teaching is not enough.

The project coordinator should understand and appreciate the importance and value of the law in the educational process and in the everyday lives of citizens in society. While there may be no specific way to determine this quality, you can expect this person to have the ability to converse comfortably with lawyers and law students about fundamental legal issues. This does not require a knowledge of recent court decisions, complete with citations and opinions, but does require enough facility to be able to understand the intricacies of the Bill of Rights as it operates in our society, the roles of various legal representatives, the differences between the criminal and civil law, the structure of the court system, and other basic aspects of our legal system.

The project coordinator needs organizational background. Much of the work is administering and coordinating, and it is essential that a good communication system be developed among the education director, lawyers, teachers, community representatives, and anyone else needed for the integration of the program. Nothing can kill a program faster than a group of teachers waiting to hear a guest speaker who thought that the class was scheduled for the following week.

Another important quality, again hard to measure but vital, is an interest in and commitment to the power and excitement of law-related education. The project coordinator must see the potential value of this material as a new and exciting opportunity for teachers and students.

In addition to the project coordinator, a program will need adequate supportive help. This help can be provided by an administrative assistant and/or secretary, but it is most important to have a person on staff to handle the nitty-gritty logistical work that holds together a teacher education program made up of diverse elements.

Legal Consultant

As I suggested, teaching substantive law to teachers is ideally the responsibility of lawyers, law professors, or law students. It is important, however, to work with the legal community to clarify the nature of law-related teacher education efforts. Teachers will not respond to a lawyer who comes to class with a series of courtroom anecdotes, using esoteric legal jargon and having no awareness of what the teachers already know or would like to know. To prevent this kind of presentation, I'd recommend hiring a lawyer as a part-time consultant to work with the project director on integrating content with techniques. For example, when we developed our first mock trial in the criminal justice section, lawyers from the D.A.'s office and the Defender Association went over the case with the education director and the teaching law student to assure the best use of role playing, court procedures, and general learning activities. In this case, the lawyers were volunteers, but a part-time lawyer consultant would fulfill the same function. This person could also help create vital linkages to the legal profession.

Evaluator

Evaluation is a critical part of ongoing program development. Where possible it is helpful to hire a person familiar with the design, administration, and interpretation of evaluation instruments for the initial development. Since the initial phases are the most critical in developing cognitive and affective pre- and post-tests, the evaluator will be important early on, but will be less and less necessary as the project coordinator develops expertise in using and interpreting evaluation instruments.

We have been fortunate to have access to Temple University's School of Education for such experts. In any community with a nearby college or university these resources are waiting to be tapped. In fact, doctoral candidates often look for special projects, and their ability to design cognitive and affective pre- and post-tests for a law-related education program could meet some mutual needs. In addition, many large school systems have evaluation departments, and these might well provide expert assistance.

Teachers' Advisory Council

One of the problems that we have experienced in our in-service training is developing the necessary expertise and support to guarantee that teachers we have trained will be able to convert their knowledge into relevant classroom activities for students.

One of the ways of overcoming this problem is to develop a teachers' advisory council, composed of experienced teachers committed to the goals of law-related education. These persons can be invaluable in telling you about the needs of trained teachers. This teachers' advisory council can assist the project coordinator in developing guidelines for implementation and means of integrating law-related materials into the existing curriculum. At the actual training sessions they are a valuable resource in talking about "how to do it."

A teacher education program will not work without lawyers, law students, experienced teachers, education professors, and others. They are essential to the integrity of the program and should be kept fully informed of the program's goals and progress. The issue of compensation or honoraria should be looked at carefully. Most volunteers will participate without any thought of compensation, and you should by all means encourage this sort of community involvement. In some cases, travel expenses may be necessary to bring in an outside expert, but in almost every community there are experts in many fields who are eager to participate in this sort of program.

Your staff and consultants are the glue holding together the structure and substance of a teacher education program. If they are carefully selected and well supported, they should produce an effective learning program for the participants and for everyone associated with the program.

Selecting Participants

A primary long-range objective of teacher education is the implementation and institutionalization of law-related education in the classroom. With this in mind, there are some important things to look for when recruiting participants for the training program.

Selecting Interested Teachers

Teacher education is not a consciousness-raising effort or an awareness program. It is education in specific skills and content. The project director and staff should not have to *convince* teachers of the value of law-related education. The staff will train teachers in the how-to, when-to, and where-to, but participants must be willing to try out new content and techniques. In the Temple University/L.E.A.P. program, we ask teachers to complete an application form which includes a "contract" stating that participants in the teacher education program will implement law-related education during the following semester. While this is not legally binding, it does set expectations for the staff and the participants and creates a climate in which the teachers think about their learning as it might apply to their classes.

In evaluating potential participants, remember that the number of years of teaching experience is not as important as the openness to new ideas and new educational methods. Many old-timers are eager to try new and creative teaching ideas; many new teachers only want to stay with the tried and true and are afraid of an innovation like law-related education.

Selecting Key Teachers

I'd recommend that you try to recruit teachers with stature and credibility within their school district or school. This may be the teacher who is eager to take the course even though he/she doesn't need in-service credit, or may be the teacher who uses topical information (newspapers, T.V., current books) in the curriculum because it relates to children's lives, or the teacher who is the union delegate in his/her own school, or the teacher who is always looking for relevant and interesting ways to teach and demands that the school administration provide the necessary support to complete that effort. These criteria are both objective and subjective and can be determined either by requesting a written statement ("Why I want to . . .") or through an identification process carried on by a school district representative who understands the goals of law-related education and also knows the personnel in a particular school district.

Teachers who are willing to implement the program in their classrooms need many supports. They need audio-visual materials, mimeographed material, access to community people, assistance in planning field trips, rooms for mock trials, and simulation games. Teachers beginning to teach this material should not have to struggle to get a courtroom trip arranged, order a film, or bring in a guest speaker. This problem will be minimized if your program has developed good ties with the community, but school systems will still have to supply certain services and facilities. Teachers who have been in the system for a long time have the stature to move easily through the school and district, getting the necessary material and equipment.

Winning the Support of Administrators

One way of insuring the necessary support is to involve department heads, principals, and administrators in the teacher education program at several phases. For example, principals and administrators should be involved at the outset and included in the recruiting process. In the recruitment process any contact or correspondence with individual teachers should be backed up with an informational letter to the principal or administrator in charge. Responses requesting additional information or a meeting may give you some indication of those principals who will be fully supportive of the involvement of their teachers and the implementation of the program.

Letters to the principal show a respect for the hierarchical structure of the school, and keep the principal informed of new programs in his/her school. This should help guarantee support and understanding as the program develops and a teacher requests permission to take a class to city hall or to a courtroom. On the secondary level, try to also secure the support of department heads. It's a good idea to invite them to participate in a full teacher education session.

The Buddy System

Another way of providing support for teachers is to train "buddies." By inviting two teachers from the same school to participate in the teacher education program, you guarantee a built-in support system when the teachers return to the school and begin to teach about law and the legal system. The buddy system will be useful for teachers who need to share costs on film rental or field trips, teachers who need to cover or double classes for a particular activity, and teachers who just generally want moral support and useful feedback on the content and process of law-related education.

Encouraging Participation

There are several ways of inducing teachers to participate in the teacher education process. A stipend is an excellent inducement, but it is expensive and, with financial cutbacks throughout education, difficult to fund and virtually impossible to sustain. Another alternative is to include your program in the in-service offerings of the school district. School districts develop certain criteria for in-service courses, and a law-related education training program can usually be designed to meet those standards. In some areas in-service courses are not as rigorous as they could be, and regular attendance is the only criteria for receiving credit. (It should be made clear at the outset that enrollment in this particular program will involve participation, outside readings, class discussion, and eventual implementation of what is learned.) Very often, a project director can persuade a neighboring higher education institution to include the course in the graduate education program and make it available for graduate credit. This is a particularly good inducement for recent graduates who are working for a master's degree.

A final inducement is the opportunity to learn about and use some exciting new classroom materials and techniques. Teachers will hear the good word from other teachers who are participants in the program. This word-of-mouth publicity is very effective, but participants must really believe they have benefited from the training and received the necessary supports to implement law-related education in their classroom. To get this publicity, then, take steps to assure a high quality program which your participants will sell for you.

When a program is well planned, carefully developed, interesting, and useful, you will see teachers shift from being uncertain and doubting to being secure and enthusiastic. They will leave the experience with new educational tools and materials, eager to teach students about the law and its application to everyday problems.

Conclusion

While I have described the elements of a good teacher education program in discrete sections, there is no way to separate them in actual operation. The model must be viewed holistically, as a group of systems within a system, each part affecting the others.

I have described the things that we have learned at Temple/L.E.A.P. in the last two years of putting together a teacher education program. Much of our learning came through brainstorming with community experts, through staff meetings, and through painful trial and error. They are lessons well learned, but remember that everything I've suggested will not apply to every teacher education model.

It is important to plan carefully, communicate clearly and regularly, clarify long and short range objectives, develop alternatives, know all your constituencies, and be flexible. Above all, make the teacher the primary focus of teacher education while incorporating the community, lawyers, and justice personnel as key participants in your continuing design.

Our schools are filled with teachers wanting and needing new and relevant ways to teach children about contemporary society. Law-related education and effective teacher education give the context, the content, and the process for this exciting endeavor.

Note

1. Vera Reilly and Myro Dembo, "Teachers' Views of In-Service Education: A Question of Confidence," *Phi Delta Kappan,* October, 1975, p. 126.

Planning and Organizing a Teacher Education Program

B. R. Sullivan and Lanette Baker

Nothing is more essential to the success of law-related teacher education than careful planning and close attention to administrative detail. You can have the best intentions in the world, the most comprehensive goals, the best resource people, but unless the program is carefully sequenced, unless the resource people know in detail what they're expected to do, unless outside speakers arrive on time and fieldtrip buses leave on time, you won't have a successful program. In this article we've selected several concerns that may need special attention and tried to give you the benefit of our five years of experience on how these concerns can best be handled.

Texas' Statewide Program

The Texas statewide program—Law in a Changing Society—grew out of a program begun in the Dallas schools in 1971. The Dallas program conducted two extensive summer teacher education sessions and maintained an active program of follow-up for Dallas teachers. In early 1975, the program became statewide. With an initial seed grant of $75,000 from the State Bar of Texas, the program secured a major grant from the Criminal Justice Division of the Office of the Governor and lesser grants from the Texas Education Agency (Title III monies) and the Minnie Piper Stevens Foundation of San Antonio. During that summer, we conducted two three-week teacher education programs, one in Houston and one in Midland-Odessa. This year we conducted similar programs in Austin and Tyler. These were the springboards to extensive local efforts in these areas. We plan to offer two intensive workshops each summer until we've covered every major metropolitan area in the state. We also maintain an active program of in-service instruction during the school year. These efforts are centered in the less populous areas of the state. In addition, we're trying to make law-related education an integral part of the undergraduate and graduate teacher education

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sequences in colleges throughout the state. Our five-person staff includes a director of public school programs, a director of university programs, an administrative assistant, an elementary coordinator, and a secondary coordinator.

Preliminary Planning for the Teacher Education Program

Each of our two summer seminars accommodates approximately 100 teachers from a single school district or a combination of school regions in a specific area. Our school-year in-service program consists of five to ten college courses each year. These are offered through various universities and accommodate approximately 30 teachers per course. Even though the two types of seminars vary in duration and comprehensiveness, the basic planning is approximately the same.

Selecting a Site

The first decision is where the seminar will be held and what school districts will be involved. Our Board of Directors, with the recommendations of the staff, makes the final decision. The Board is composed of representatives of the state bar, of local bars, and of such education groups as state teachers' organizations and the state department of education. It represents the most important regions of the state, and gives us an excellent mixture of the legal and educational professions.

The most important considerations in selecting a site are the geographic region, the number of potential participants from area schools, and whether there has been an interest in the program expressed by teachers and/or administrators in that region. In the beginning it was necessary to solicit schools and participants; but as the project has matured and its successes have become known, it is more a question of responding to and choosing among requests. This suggests that a program's reputation for quality is its best calling card. While that may mean that an early period of travail is inevitable, it also means that things will get much easier as a successful track record is established.

Initial Contacts

Once the region has been selected, the initial contact is usually with the superintendent and selected staff members of the school or schools to be involved. Very often the superintendent asks the director of curriculum or the director of social studies to sit in on these initial meetings and to work closely with us subsequently. Representatives from the local bar association, teachers, and interested members of the community may also be present; however, it is the school district which must make a firm commitment of both staff time and money. Therefore, initially, these representatives are the key contacts.

Educators and the Community

Once the school district has agreed to incorporate the LCS program into its curriculum, related community resources are marshalled to help plan the initial training and to provide a support system during the classroom implementation phase. The groups to be involved should represent both the legal and the educational communities. From the legal community the critical groups would probably be the local bar association, the police department, the district attorney, representatives from the juvenile department, and representatives from the corrections department and other law or law enforcement agencies.

From the educational community it is important to involve the local university or college and the educational service center. In Texas, these centers are regional arms of the Texas Education Agency (the state department of education). They were originally set up as audio-visual centers for smaller school districts, but have taken on a number of other important responsibilities over time. For example, they are very much involved with in-service education of teachers, and offer research opportunities by being tied in to the ERIC system. Sometimes they are charged with the primary responsibility for implementing a specific program of the Texas Education Agency. Though they now serve all school systems in the state, they are still particularly valuable for the smaller systems. Because of the wide range of important services which they provide, they are most important to instituting, maintaining, and expanding the law-related education program. Many states have centers of this sort. If your state does, by all means try to enlist them on your side.

Other important groups to involve are classroom teachers organizations. Teachers look to these organizations for guidance and direction, and the support and endorsement of classroom teachers organizations lends credibility to the approaching seminar. These organizations are active at both the state and local levels, and at both levels they can assist the project by providing publicity on forthcoming seminars and other information about the law program.

To secure the endorsement of a state classroom teachers organization, you may either seek such endorsement directly at the state level, by raising the matter at an official convention of the organization, or you can work through local teachers organizations initially, and hope to secure statewide endorsement later, through the instigation of these local units. Either way, the support and cooperation of these groups is most useful.

Recruiting Participants

The next and probably most vital area is the recruitment of seminar participants. No matter how outstanding the faculty may be, or how much support may have been garnered, the key to a successful program of law studies is the classroom teacher and his or her willingness to improve teaching skills and experiment with a new type of program.

The recruitment process is usually begun through normal school communication channels. For example, the social studies coordinator at the local school district will inform principals of the teacher education program, either through the mail or perhaps at a principals' meeting, and ask them to tell their teachers that the seminar will be offered during the summer, or on nights or Saturdays in the event of a school-year course. In addition, the local teacher organization and the statewide network of the teacher organization may be asked to send fliers to their members in the areas where a program is to be offered.

Another form of communication is through journals or magazines published within the state. For example, we may ask the *Southwestern Journal of Social Education*, the journal of the Texas Council for the Social Studies, to publish dates of seminars or in-service college courses which are to be offered in the near future.

After the general notification, we try to select teachers who would most benefit from the seminar study. The first consideration is to include teachers of social studies, since both the content of the seminar and the teaching materials are targeted toward teachers in this area. A second consideration is to develop a strong nucleus of teachers; that is, to solicit and train teachers who are outstanding classroom teachers and have the potential for the most effective implementation of the program, as well as the potential for becoming trainers of other teachers. This initial group of teachers will provide the core of the project and will be called upon to continually train others as the project expands. Another consideration is to involve new participants, so the project is constantly growing and reaching more teachers.

In the recruitment it is advisable to offer teachers some kind of incentive, perhaps for no other reason than to get their attention. The Law in a Changing Society program has successfully worked with local universities and is able to offer six hours of graduate residence credit for the long seminar and three hours of graduate residence credit for the shorter college in-service course. In addition, teachers are given a small stipend to pay any expenses they might incur in traveling to and from the seminar.

Selecting and Coordinating Content

Reviewing Existing Curricula

Another important facet of planning for the seminar is a selection of grade levels and content areas to be included. The LCS program is intended to complement the ongoing curriculum rather than to institute a separate course at any given grade level. In Texas the existing content in grades 5, 7, 8, and high school American history (generally offered in grades 9 and 11) and high school government seems to be most appropriate to the introduction of law materials. Consequently, it is these grade levels that have been selected for the project's implementation.

The teaching staff for the seminar examines the school district's curriculum guides and textbooks to insure compatibility between the course of study and the law materials. In Texas, this procedure is somewhat simplified by the system of state adoption of textbooks. For each grade level, the state selects five textbooks in each subject area, and school systems must adopt one (or more) of these. The staff of the Law in a Changing Society project is familiar with all the possibilities for each grade level. Once the staff determines which offerings have been selected by a particular school system, it is able to determine how each text might be compatible with law-related offerings. If the school system has prepared curriculum guides, these are also examined to determine more precisely how the law material may be integrated into the social studies program. During the seminar itself, the staff's familiarity with the school system's texts and curriculum guides is most useful, because it enables the staff and the teachers attending the seminar to discuss many specific instances where the law material may be appropriately introduced.

Coordinating Substantive and Methodological Presentations

Another critical planning aspect of the successful seminar and the teacher's ability to use the materials effectively in the classroom is the coordination between the substantive and methodological components of the seminar. Prior to the seminar, the educational staff will meet at least twice with the substantive law staff to correlate the two facets of the program to the greatest extent possible. Indeed, coordination is so important that the process begins many months before the seminar itself, when an education specialist on the staff of the project gets in touch with the lawyer or law professor who will be teaching substantive law sections designed to complement the sessions on instructional strategies. These meetings are usually face-to-face if the lawyer or law professor will be involved in the project for the first time. For lawyers and law professors who are more familiar with the program, this contact may take place by phone. In this first conference, the legal specialist and educational specialist discuss the proposed learning outcomes for teachers attending the seminar (the project has prepared outcomes for each lesson). Following the conference, the legal specialist is sent an outline of relevant education sessions, and is asked to prepare similar outlines for his sessions. The education staff member and the legal specialist will get back in touch several more times to discuss changes and revisions in these outlines. Finally, detailed outlines will be agreed upon. These outlines not only serve as guides to the education and legal specialists themselves, but they will be reproduced and given to participants.

These conferences can last anywhere from one hour to several hours. There are at least two conferences with every legal specialist. Because the project's core staff has been involved in law-related education for a number of years and has extensive experience in the development of classroom materials, it has a clear idea of what teachers need to know in each area. As a result, it can be rather directive in indicating to legal specialists what their presentations should cover. That isn't to say that the project will dictate the legal specialist's contribution, but it will indicate that certain issues must be dealt with, and that certain cases (those that teachers must teach about) must be covered.

Locating a Site and Equipping the Seminar

Some other details in planning the seminar are as fundamental as finding an adequate location. Usually we use a public school facility because it can be acquired at no cost to the project. This facility should be one that is centrally located and has the space needed to adequately house a seminar. In selecting a site the project director considers such things as adequate parking space, adequate light in the rooms, and proximity to restaurant facilities for the lunch break. Further, we try, if possible, to arrange for the school district to move tables and chairs into the classrooms and remove the desks. This allows greater flexibility in planning and conducting activities for the educational component of the seminar. The project director also works with the school district to secure enough audio-visual equipment. Each classroom should have a 16mm projector, a filmstrip projector, an overhead projector, and a tape recorder.

A notebook, pen, and paper, as well as all materials that are to be demonstrated for classroom use, are provided for each seminar participant. All instructional materials are prelabeled, both for organizational purposes and for psychological impact.

By "prelabeling," we mean that instructional materials are clearly marked as to their subject area (e.g., free speech or search and seizure) and each is filed so that it is easily retrievable. We have found that teachers tend to be inundated with cases, learning activities, and other written materials, and often find it difficult to organize the materials when they return to school in the fall. Something as simple as enclosing materials in big folios, with subjects clearly marked on them, can be a tremendous help to the teacher in later sorting out the materials.

Furnishing coffee makes the seminar more pleasant. Each group takes a 15 to 20 minute break in the morning and afternoon. We provide coffee in a special room, usually the lunch room. Participants appreciate this convenience, and it provides a time for informal communication. The instructional staff usually joins the participants, and the relaxed atmosphere helps produce a good exchange of ideas.

Another important consideration is housing for both the staff of the seminar and any participants who may be coming from outside the local school district. We take great care to find a comfortable location convenient to the seminar site and to restaurants and other facilities. In general, we have found that motels work out best. They have maid service to take care of cleaning, and they have the added advantage of offering room service to tired staff and participants.

Seminar Schedule

After the initial planning is completed, we make up a final seminar schedule. In the summer seminar, we offer five sections, one for each grade level. Each day is divided into two time segments. The morning segment consists of legal input from a law professor, professor of political science, or a practicing attorney. It is the responsibility of this person to provide substantive legal knowledge relating to the educational materials which will be used in the afternoon component. During the afternoon an educational specialist demonstrates methods and materials to be used in the classroom to implement the concepts discussed in the morning session. This sample schedule shows a typical week in the program for seventh grade teachers. Each of the other four sections would have a similar schedule, with content and materials geared to their specific grade level.

SEVENTH GRADE

Monday, June 16
Morning: Overview of development of juvenile law in Texas (Family Code, Juvenile section)
Gault-Winship, McKeiver, Ivan V.(Supreme Court Cases)
Afternoon: Mock Trial of Gault case

Tuesday, June 17
Morning: Analysis of Family Code of Texas
Afternoon: 1. Continuum (teaching strategies)
2. After the Trial mini-unit (teaching mini-unit)

Wednesday, June 18
Morning: Texas cases arising from Family Code
Afternoon: Police unit (policeman present)

Thursday, June 19
Field trip to police station, juvenile department, and juvenile court

Friday, June 20
Morning: Panel: Juvenile Prosecutor, Probation Officer, Juvenile Judge, Policeman
Afternoon: Unfinished story; Careers in Law; Under Arrest (teaching strategies)

Field Trips

Law programs should use community resources to help students learn the realities of law and the legal processes. So that teachers will be aware of the variety of community resources available, teacher education programs should offer field trips to state and federal courts, juvenile detention centers, the district attorney's office, the police station, correctional facilities, and other governmental agencies. In addition, we have found that voluntary police ride-alongs have had a remarkably positive effect on teachers' attitudes toward the role of the police.

Field trips raise a number of administrative problems, but we believe that the trips are so valuable that their advantages more than outweigh these difficulties. There is, first of all, the question of transportation. We have found that using school buses works best. Though there may be some cost for them, there are great advantages as well. For one thing, participants do not have the hassle of trying to find parking spaces around a crowded courthouse or correctional facility. For another, the buses enable teachers to travel as a group, making the visit seem more like an outing. We found that touring these facilities as groups also has pedagogical advantages. For example, members of the groups tend to complement each other. Often one member asks a question that others hadn't thought of, opening up a whole new area of inquiry. Another advantage of going by bus is that the rides home offer participants a chance to talk some more about what they have just seen.

In Texas, arranging these field trips has been greatly facilitated by a group called The First Lady's Volunteer Program. This program was organized through the Governor's office and has coordinators in all Council of Government regions of the state. They have assumed the responsibility for making the initial contact with key law and law enforcement personnel and for setting up planning sessions with these persons and project staff members. Since various volunteer groups often perform similar functions, you should check with your local and state governmental agencies for information about such assistance.

It is very important to provide some orientation for every person who is to be visited. While a group like the First Ladies may be invaluable in making the initial contact, it is the staff's responsibility to provide the actual orientation. Generally, this involves working with a representative of the community service or public relations division of a police department or other justice agency. Through them you will learn of the range of possible field experiences, and be introduced to key people. It is then your responsibility to inform them of such details as the time of visit, and, more importantly, the reason for the visit. You can tell them how the field experience can assist teachers to learn about the justice system, and give them some idea of what sort of questions to expect. We have found that judges are particularly receptive, but if your experience is anything like ours, you can expect cooperation down the line.

Police ride-alongs, of course, can't be a group activity. In our program they are voluntary, but many teachers choose to partake of this experience. Since our mornings and afternoons are filled, the ride-alongs must take place in the evening. They provide relatively little administrative worry. We merely pass around a sheet offering volunteers their choice of time. The name of the police coordinator and the place of contact are indicated on the sign-up sheet, and it is the teacher's responsibility to be there on time and to know the name of the person he is to contact.

Conclusion

Our program's involvement with teacher education doesn't end with our seminars. We provide a number of follow-up services to teachers and districts participating in the program. These services also require careful planning and attention to detail, but rather than go into these matters here, we've contributed our ideas to the article on follow-up activities on pages 203-218.

Our program has very ambitious goals. Within five years, we hope to introduce and sustain law-related education in every major metropolitan area of the state. We hope also to involve the teacher training institutions of our state in the program, so that courses in teaching about the law will be available to the future generations of teachers entering the classrooms of Texas. Ultimately, we hope to involve the Texas Education Agency in the program's implementation, so that law-related education will become an integral part of the state social studies curriculum.

These ambitious goals are pursued, however, in the context of careful planning and organizing of our teacher education efforts. It seems to us, in fact, that close attention to details is absolutely essential to accomplishing any kind of widespread educational change. Keep one eye on the end of the rainbow, but keep the other one on the ground and take one step at a time. We probably haven't been able to answer all the questions you may have, but we hope we've been able to start you thinking about these nitty-gritty administrative matters that make or break a program.

Special Section:

Developing an Elementary Teacher Education Program

Editor's Note

A number of specialists in early childhood development and moral development have concluded that elementary school is a powerful socializing agent. The lessons children learn there about authority, responsibility, fairness, and a host of other concepts will help determine what kind of citizens they'll be as adults.

Many of us feel that children are likely to have a fuller understanding of our democratic society, and a better appreciation of their roles as citizens, if their early schooling includes an introduction to law-related concepts. A few elementary law-related education programs now exist. The intent of these programs is not to teach kids black letter law or legal technicalities, nor to inculcate a set of values or a list of do's and don't's. Rather, law is used as a means of exploring certain fundamental questions about living together in a democracy. Such questions might include: What is fair? How can disputes be resolved peacefully and fairly? Who is qualified to decide disputes? How can we assure that the disputants have an equal chance to be heard? What is the role of law/rules in structuring society?

While teacher education is important in all law-related education projects, it may be most needed in programs reaching elementary school teachers. Elementary teachers may feel especially intimidated by law, and may feel that law is particularly far removed from their curriculum.

The two articles comprising this section suggest means of allaying these fears and demonstrating that law-related education can be the springboard to discussions and activities that will help the child learn about the rights and responsibilities of democratic citizenship. Nancy Wyner discusses how schools socialize students, why the elementary years are important in citizenship education, and how elementary law-related education can enhance the development of citizenship skills. She concludes by raising a number of questions elementary educators will want to consider in developing law-related curricula and teacher education programs. David Naylor's article complements Nancy's by discussing one project's experiences in offering an education program for elementary teachers. It provides practical suggestions for others who may seek to develop elementary programs.

A number of articles in the next section of this book also provide information that is useful for elementary educators. For example, Lynda Falkenstein's article on awareness programs discusses how to meet the initial concerns of elementary teachers. She suggests, for example, means of drawing law-related lessons from existing curricula and texts, and discusses how current events can be used to raise fundamental moral questions and law-related issues. The article by Charles Quigley and Richard Clarke describes a K-12 teacher education program and provides a description of a representative portion of the program. Ira Eyster's article contains a schedule for a two week workshop for upper elementary teachers. It also contains a discussion of the pro's and con's of grouping teachers by grade level. The article by Robert Ratcliffe and John O'Connor contains a detailed description of one week of a three week seminar for intermediate and junior high school teachers. The article by Linda Riekes and Sally Mahe Ackerly describes a training program, materials, and activities aimed particularly at teachers in grades 6 through 9. The article by Don Vetter and Jerry Paradis describes a training program for high school students who then assist elementary teachers (grades 3-5) in implementing law-related programs. Finally, an article by David Naylor provides further detail on multiple week and intensive summer programs for elementary educators.

Given the great need for elementary teacher education in this field, we feel that these articles should be considered just the beginning of searching discussions about means of infusing law into elementary curricula, devising appropriate strategies, and using the governance of elementary schools to examine such law-related issues as authority, fairness, and responsibility. We hope to devote more space in our future publications to the elementary area. Meanwhile, we'd very much like to know about your activities in this field and your ideas about any aspect of elementary law-related education. Please feel free to write us at the American Bar Association, 1155 East 60th Street, Chicago, Illinois 60637.

Observations on the Teaching of Law in Elementary Schools

Nancy Wyner

Elementary school children have been spoon-fed on law right along. Yet, while they have been "taught the law," our traditional citizenship programs have taught them little "about the law." Indeed, much of what happens in our elementary schools reinforces the view that many children have, that rules and laws are punishing prohibitions, and discipline "is what you do because the teacher says so or you go to the principal's office." Children are told what the rules are, they're told to conform to regulations, to write essays on "good citizenship." They meet "Officer Bill, The Community Helper" on his annual visit to the classroom. And there are carefully arranged bulletin boards displaying pictures of our smiling, golfing presidents, bannered by a timely quotation. They are too rarely given the opportunity to thoughtfully examine and thus truly begin to understand the purpose, rationale, strengths, and weaknesses of our laws and legal system.

These patterns and characteristics of the school environment presumably exist to produce a set of behaviors. They are chosen with the apparent purpose of preparing children for their responsibilities as participants in a democratic society. However, it appears that often rules and regulations are chosen without seriously questioning the meaning of the experience to the child. Often, too, the governance of behavior in schools disregards the child's capacity for reasoning, for mutual respect, and for reciprocal, cooperative behavior—the essential moral sensibilities of the child.

Education is much more than a set of technical problems to be solved or regulations to be enforced. It is ultimately a moral enterprise based on democratic principles. It is the process that guides us in our search for true democracy.

I believe that law-related education is an important means of enriching this

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process. This article tries to clarify thinking and serve as a guide for educators developing law education programs.

How Elementary Schools Socialize Students

Before discussing how law-related education might improve the citizenship preparation of elementary children, it is useful to discuss how elementary schools socialize students. We have convinced ourselves that these formative childhood years are unimportant to the child's citizenship education, yet a review of research indicates the contrary view. Easton and Dennis contend that "childhood has been thought of as a political vacuum probably only because to this day so little attention has been given to the specifically political aspects of the socializing process during that period." (A bibliography at the end of this article provides citations for all books and articles mentioned.) Political experiences are inescapable determinants, they emphasize, from the very earliest stages of childhood.

Sarason has studied how the norms and rules that govern behavior are formulated in elementary schools. He refers to the area of norms and rules as "constitutional issues" and concludes that not only do teachers unilaterally determine the class constitution, but the issue of their authority is never raised.

In a landmark study, Hess and Torney found that elementary teachers often discourage democratic participation as part of the learning process, and tend to avoid the realities of political life while emphasizing compliance to rules and authorities as a major focus of civics education in elementary schools. A later study by Hess concluded that elementary school was the most influential political socialization agent for grade school children, and that "children . . . seem to be learning an incomplete, simplistic, and cognitively fragmented view of the political process."

These studies identify a broad range of behaviors and experiences that influence children's attitudes about and understanding of law and the democratic process. Perhaps the following description of my own experiences during a visit to an urban elementary school will provide a concrete example.

I was questioned about the purpose of my visit, first by a security guard seated at the entrance, then by the office secretary, and then by the school administrator. The PA system was on, and some low key tunes and radio shoptalk followed us as we walked through the lobby of this superbly designed new K-6 school. In one of the corridors there was an extensive bicentennial display. The following statement ribboned the pictures and drawings of national monuments and portraits of American heroes: "Freedom has always been an important idea in the history of the United States." Security guards were at checkpoints on every floor. The assistant principal had accompanied me to the area I was to visit. There were abundant resources and, from my vantage point, a veritable sea of children.

The class I visited had been awarded a mini-citizenship award for "good cafeteria conduct." The "document" was printed on a piece of oaktag, and a red, white, and blue crepe banner bordered the edge. The award was prominently displayed on an easel near the door. The children were working on reading contracts. The teacher put a big check on Alan's paper and told him he was a "cheater for copying the answers," and, she said, "that was not fair!" The children stared at Alan and he put his head on his desk and cried. At ten o'clock a buzzer sounded and instruction ("formal") was interrupted while some 700 children were lined up, marched to the bathrooms, and toileted according to their turn. I was told this regulatory activity occurred twice daily.

This is but one day's experiences. The vivid reality of such episodes, however, compels us to question what we do in fact teach about the law and citizenship and what alternatives we have.

The Elementary Years and Law Education

Law education is based on a newer, more integrative approach to citizenship education. It tries to help students better understand democratic principles and ideals, and to apply concepts, principles, and values to life experiences. It also assumes that students will thereby develop positive attitudes about the law and our legal and political systems.

Curriculum development and projects in law education, however, have concentrated on the secondary level, with the elementary level lagging far behind. Objectives for most law education programs are based on assumptions about content application, learning, and common purpose that relate, essentially, to the secondary or junior high school student. Some programs have attempted to involve elementary teachers with secondary teachers in seminars and in-service sessions focusing on the substantive aspects of law education.

In this format, teachers regroup to write instructional activities that interpret the content of the sessions at a level of interest and understanding appropriate for grades they teach. The result is a kind of leveling down of abstract ideas. With few exceptions, these efforts have not developed specific, appropriate elementary teacher guides incorporating a rationale, sound principles, and differentiated teaching strategies that relate the developmental capabilities of elementary students to knowledge building and value analysis. This is a hazardous route that invites fragmentation and distortion. Certainly tying in-service content to curriculum development does continue the interest generated by in-service, and may add some instructional activities to the teacher's repertoire. However, teachers may wind up with an intriguing collection of motivational activities that fail to provide in-depth learning and skill development. If we are to achieve the important objectives of law education, we will need a careful structuring of the curriculum.

Sound, coherent programs will flow from curricula that have an organizing framework based on guiding principles of child development. These principles can provide the basis for selection of appropriate subject matter and teaching strategies responsive to the child's dynamic range of developmental needs and capabilities. (Bier and Shapiro, Selman)

Piaget's work, for example, suggests that until six or seven years of age the child has an absorbing egocentric character exemplified by limited ability to think about another's point of view or, for that matter, about the needs and rights of a group of children. That's why youngsters are so likely to "break" the rules, for though they may know what the rules are, they are unlikely to follow anything but the simplest rule. Unilateral, authoritarian adult behavior at this stage tends to make children fearful and dependent.

Piaget proposes an alternative response that acknowledges the importance of interpersonal experiences in learning. According to Piaget, in expressing respect toward the child, the supportive adult authority encourages children to feel obligated to a person whom they respect, stimulating attitudes and relationships that are more reciprocal and cooperative, an important dimension of self-discipline. In a school environment that encourages mutual respect, self-discipline, and reciprocity, democratic principles and ideals begin to have some real meaning for everyone involved. Thinking about the need for rules, social order, and legitimate authority is then more than a cognitive task. It is based on the interaction of knowledge, attitudes, feelings, and values. And it's precisely the interdependence of these factors that will make the study of legal concepts and structures of our society an exciting search that flows from increasing knowledge and emotive commitment to our nation.

Note the differences in the following sets of rules:

Set 1:
Behave in school
Be on time
Always be on time
Always be on time or the doors will be locked
Don't throw banana peels down
Always be a good bluebird in school

Set 2:
No running inside
No trikes or bikes inside
No throwing sand or blocks
No hitting, fighting, hurting or bonging!
No wrecking!
Do not do any spitting either

The first set was developed in a first grade class I recently observed in which the youngsters spent their "creative" writing session copying sentences the teacher had just elicited from them. The list suggests that the only rule in classroom was more simple, and each child knew it—meet the teacher's expectations at all times! The second set evolved in the spontaneous play of kindergarten children, with the encouragement of a perceptive teacher.

While both sets of rules elicit similar principles of order, equality, the authority of rules, responsibility, fairness, and the boundaries of freedom, the second set speaks in the language of kids and uses experiences common to their age group. Unlike the first set, it recognizes young children's capabilities in creating understandable limits for themselves and others.

Willis Hawley cites the teacher, especially in elementary school, as the person who establishes the culture of the classroom. His research indicates that most teachers encourage students to be "conformist, subordinate, nonassertive, and well-mannered (by the teacher's standards), and tend to oppose independence, creativity, initiative, self-reliance, and intellectual skepticism." Hawley observes that "to the child the teacher personifies public authority. If students find that teachers make arbitrary use of their authority, they may come to expect that persons in authority should not be trusted, or, perhaps worse, that the irresponsible use of power, although not desirable, is to be expected and tolerated."

Particularly in these vulnerable early elementary years, therefore, the teacher plays a critical role as the authority person helping the child to make the transition from family life and the incidental group experiences of neighborhood play groups to a new kind of collective group where membership is influenced by the child's performance and the teacher's attitudes. It's in this setting that children develop a sense of self worth as effective, significant participants, group members who experience the mutual respect of authorities and peers, regardless of their ethnic group, economic status, or level of competencies.

Naturally, the upper elementary grades present very different opportunities. In these years the elementary student begins to develop an active concern for learning about the adult world and becomes keenly interested in reality. S/he develops a high interest in factual information and a strong drive to do things grownups do—to understand the grownup world. In the late elementary years (grades 4-6), the child is no longer intrigued with his/her own reconstructions of the world but prefers objective reality. As s/he seeks to move toward independence, in this transitional mid-childhood period, teachers of law education have a unique chance to reduce the remoteness—the simulated quality—of laws and government. In this distinct intellectual period of the child's development, the teacher has the chance to capitalize on students' fascination with functions, helping them to build concepts of governance based on substantive law, for example. This is a unique time for developing historical awareness of the foundations and structure of our constitutional democracy, for teaching about legislative processes, for debate about and field investigations of courts and law enforcement agencies, for broad comparative studies of governance across time and ideologies, for analyzing the use of power. It is an important time to build perspectives.

I've tried to show in the first half of this article that there is a need for law education in elementary schools and that curricula can be developed for both primary and upper elementary children. Let me now suggest the major elements of a developmental law education curriculum.

(1) Major Objectives and Rationale of an Elementary Law Education

Law education seeks to develop among elementary and secondary students 1) broad understanding of basic legal concepts, principles, and the valued ideals of our constitutional democracy, 2) awareness and increased understanding of the rights and responsibilities of citizenship, 3) growing respect and appreciation for legal processes and rational legitimate authority, and 4) the knowledge, skills, and attitudes that promote citizenship participation.

In the formative years, elementary school is a natural environment for children to acquire understanding of basic legal concepts and principles. The context of the classroom and school must provide interactions and planned instruction that encourage the child's self-esteem as a valued participant of the school-community. Law-related instructional activities and classroom interactions must be solidly based on criteria that serve to achieve the major objectives of law education. In order to be effective and productive, these experiences must be developmentally appropriate and cumulative, providing for increasing complexity and depth of understanding in response to the child's growing capabilities. In the later elementary years, these embryonic experiences will emerge as the basis for learning that emphasizes logical and abstract legal and political understanding.

As a comprehensive K-6 curriculum, law education that integrates inquiry investigations and value analysis strategies must provide students with a body of knowledge, personal and interpersonal competencies, and a rational view that can serve as the framework for constructing their role as citizens in our society.

(2) Guiding Principles for an Elementary Law Education Curriculum

These are based on a number of general ideas. For example, the curriculum

Is specific—and therefore,

- provides information on law-related subject matter that relates to clearly stated objectives.
- encourages law-centered experiences to help students formulate basic law concepts, gain knowledge and understanding of fundamental principles of American law, and begin to learn about the functions of legal institutions.

Is explicitly interrelated—and therefore,

- combines inquiry processes, value analysis strategies, and law content to further thinking and valuing, decision-making and problem-solving skills, subjective and objective experiences.
- can be infused into social studies, and, for that matter, language arts, reading, and other aspects of elementary curriculum.
- is interdisciplinary and draws on ideas in psychology, social and political science, philosophy, and history to further understanding of law concepts.

Is learner oriented—and therefore,

- considers the developmental capabilities and unique learning styles of individual students.
- recognizes the critical importance of the child's active involvement with his own learning in real, concrete situations, as well as the study of historic episodes and fanciful situations that present prototypic situations for the child to analyze and think about.

- encourages participation in collaborative learning, development of social awareness, and broadened social perspectives through such techniques as open discussions, role play, and gaming.

Is teacher oriented—and therefore,

- underlines the teacher's role in (1) planning and supporting a democratically oriented learning environment, (2) organizing law-centered instructional activities, (3) exercising rationally-based authority that teaches a reasoned need for classroom rules and the appropriateness of reasonable authority, (4) encouraging open discussion and questioning of the ideals and principles of our legal system, and of controversies, conflicts, and issues, (5) recognizing and applying understanding of child development and the integration of the child's intellectual, affective, and social learning to curricula and teaching.
- provides multiple experiences to help children think about, feel, and express their growing interest and commitment through citizenship participation.

Is interactive—and therefore,

- has goals that are both cognitive and affective, balancing logical reasoning with affective growth and emotive commitment.
- stresses opportunities for the child to interact in a democratically oriented learning environment with adults and peers, an environment strengthened by diversity, mutual trust, and reciprocity, and predicated on the development of democratic ideals.

(3) An Overview of the General Content

Content in curriculum is a means of achieving broad goals and objectives. If, indeed, our purpose is to achieve the major objectives of law education, then a rationale and principles for a law education curriculum must serve as guidelines for selecting and organizing content. And teacher education models must be a deliberate response to decisions made about curriculum content.

Concept learning (e.g., study of fundamental ideas such as fairness, justice, and authority) is an effective way to organize law information for elementary programs. Through this approach we can start where the children are, with their unique human differences. That means beginning with their concerns about fairness, their skill in rule-making (a skill they've learned in nursery games and in playing their own group games), and their problems in sharing and accepting responsibility. We recognize early stages of law concepts as expressed in the child's experiences and thinking capabilities. Content must be based on organic ideas—ideas that can grow along with the child, ideas that can be examined from different viewpoints, at different times, in relation to self and to others.

Some concepts are composed of attributes that are elusive, ambiguous, and changing, like "good citizen" and "patriotism." Unless we want to get caught in a models-of-virtue scenario (i.e., learn about patriotism by studying patriots), these terms might best be left for a stage when such abstract ideas can be clearly understood.

Strong, powerful legal concepts, like authority, justice, responsibility, and liberty, can be thought of as "idea-vehicles" to help us compress, galvanize, and synthesize information. Authority, for example, helps us to ask if we need a leader and what a leader's job is. Concept learning can start simply and build toward complexity and generalization for the primary-age child. It can start on a concrete specific level (reasoning about rules during a game for example), and in response to the child's growing abilities, it can move along toward abstractions of law. Information can be processed efficiently and examined thoughtfully. Rote learning and the passive accumulation of data can be avoided when activities are related to a given concept. As an interrelated approach, concept learning combines law content and inquiry processes.

The Law in a Free Society project, for example, has organized content that is keyed to eight concepts—justice, authority, privacy, freedom, participation, diversity, property, and responsibility. In this comprehensive K-12 curriculum design, each concept is carefully structured by a series of key ideas and questions that are sequentially developed. In the study of a single concept there is a consistent logic and interconnectedness of content, moving from simplicity to complexity, from concrete, realistic issues to problems that increasingly demand logical and abstract thinking capabilities.

We don't as yet have general agreement about a discrete set of concepts that will surely do the job. Isidore Starr, emeritus professor of education at Queens College and a leader in the field of law-related education, identifies liberty, justice, equality, property, and power as the five threads which weave their way through the U.S. Constitution and the fabric of American history. Their applicability to elementary programs should be considered. The interdisciplinary nature of law concepts should also be an important criterion in the selection process. Carefully selected concepts have the power to forge new linkages with other areas of the curriculum. Concepts such as "diversity" or "equality," for example, are not only law concepts but expressions of our social philosophy as well. And as such, they interface with multicultural studies and hasten the infusion of law-related learning into the general curriculum.

(4) About a Compendium of Resources

In general, local or regional law education projects will need to develop, compile, and search out resources that effectively represent the principles of the curriculum and serve to help achieve its objectives. To get the gears in motion, here are a few suggestions for organizing resource and learning activities.

The ABA/YEFC publications on law-related education provide a comprehensive source for locating commercially available print/nonprint "packaged resources"—curriculum materials, media, games, and simulations. (For information on the ABA curriculum catalogues, see this issue's bibliography [pp. 220-21].) At their best, "packaged" materials should do three things. First, they should present prototypic situations. For example, "First Things" and "Social Reasoning," filmstrip series by Guidance Associates, are excellent resources to help students as they reason about issues and broaden their social perspectives.

Second, materials should help the student to analyze complex ideas, like the new Law in a Free Society multimedia student materials that guide students through a series of sequential stories providing many opportunities for questioning and discussion. Finally, they should document issues and events as a basis for analysis and discussion.

In any event, commercial materials should not replace life experience but be a basis for stimulating ideas and interest, or for skill development. Optimally, they should be used to enable the student to relate his or her social realities and perceptions to the concepts and principles of law. The *student is a resource* for law-related learning. As a group, students can help each other, assuming the availability of a sensitive guide and facilitator of learning. The *teacher is a resource*, helping to guide them from personal concerns to the larger, compelling realities.

An example of this process occurred at the Pierce Elementary School in Brookline, Massachusetts. Representatives of the student government there did a systematic study of the school's rules. Students and teachers questioned and discussed the reasons for rules, entering into an interesting debate. Students questioned the fairness of a rule that said that students may not chew gum, though in the school teachers could chew gum. Their search for a sense of responsibility and fairness was certainly enhanced, not so much in deciding who gets to chew gum, but by the broadened viewpoints and mutual respect that flow from the opportunity to rationally examine and discuss problems together.

Certainly, one of the most innovative and stimulating ideas that has been developed by law education projects is a whole new way of thinking about the *resources of the students' community*. This has been achieved by involving law personnel in teaching in-service sessions, visiting classrooms to discuss law topics, providing help in arranging and conducting field trips to various law institutions, and consulting on the development and implementation of law projects. Unquestionably, this collaboration enhances learning and fosters positive attitudes for all students fortunate enough to participate in such projects.

At the elementary level, it is important to have local lawyers in the classroom and to visit local courts or the police station. This reduces the remoteness of the law and helps minimize the fantasies and fears children might associate with the law, its officials, and its institutions. In addition these are programmatically appropriate responses to the students' need for actual, real-life experiences. Active involvement in law studies through observing, discussing, and interacting in a wide range of educational settings helps kids learn and stimulates both teachers and resource persons.

(5) Designing An Elementary Teacher Education Program

A growing number of teacher education programs are in existence around the country. Many of these are described elsewhere in this book. Surely, those seeking to design teacher education programs for elementary teachers will want to become familiar with these models. The Law in a Free Society teacher education in-service model (described on pp. 81-93) is, perhaps, the most comprehensive attempt to integrate methodology and law concepts in a sequentially structured curriculum. This model has prepared both elementary and secondary teachers.

As local school administrators begin the search for a model that can effectively achieve the major objectives of elementary law education, the following assumptions could provide the springboard for planning in-service courses. No doubt the needs of the teacher and student groups will vary. These differences complicate the planning process, but then that's part of the fascinating challenge of education.

Some Operating Assumptions

1) Teachers are generally unfamiliar with basic law concepts, have relatively limited experience in studying how the law works or the premises behind rules and laws, and feel a bit like fish out of water with the law's unfamiliar language and processes. They must be exposed to the broader, philosophical underpinnings of the law and thus become increasingly more comfortable and confident with the subject area.

2) Some general overview of social development (i.e., self-concept, patterns of group interaction, stages of social reasoning) should be included. Since developmental principles are a necessary part of the framework for organizing law-related content, specific opportunities to read about and discuss characteristics of social development are important. Such understandings are crucial in planning appropriate learning experiences based on the developmental capabilities of children at a given age.

3) Teachers will need help in recognizing opportunities for teaching law-related education within their ongoing program. Much of what has been discussed here happens in all phases of a child's daily experiences. Issues of sharing, power, authority, fairness, and the rights and responsibilities of individuals and groups occur all the time. Increasing understanding of these issues in the context of home, school, and community life is part of our purpose.

4) In general, teachers don't recognize the applicability of democratic concepts to the social context of the classroom, nor have they had opportunity to question these linkages and relationships. (This is particularly true for elementary teachers.) Teachers should be encouraged to reflect on the pervasive issues of authority-centered classrooms and school climate, and, through course strategies and personal investigations, develop behavior and skills that model supportive and reasonable authority and democratic attitudes in their own teaching role.

Teaching Strategies

Once we begin to identify teaching techniques, classroom teachers will breathe a sigh of relief. The emphasis is on the best of the instructional strategies commonly used in inquiry-oriented social studies. The overlapping with social studies should help everyone to recognize how doable law-related education is. It is most important for teachers to grasp this cue, since teaching techniques are what make law studies come alive.

Among the range of teaching strategies that are particularly effective several stand out as essential:

1. *Case Studies*—Learning about the law is learning about real people involved in common conflict situations to which students can easily relate. It involves a thoughtful examination of the divergent interests in a case and an attempt to discover a fair and workable solution. It facilitates socratic questioning and stimulates students to carefully reflect upon their own views and feelings of others. It teaches students how to think.

2. *Grouping*—There are several common reasons for grouping and consideration should be given to each alternative.

2.a. *skill based groupings*—In this pattern, children are grouped together because they have similar cognitive/social skills, or because the range of skills allows them to learn from each other. Cooperative interaction is encouraged and helping each other can be a valued expression of these interactions.

2.b. *open group discussions*—Classroom meetings provide an excellent structure for open group discussions. There are a variety of ways to organize these sessions, but generally it's preferable to keep the groups small (perhaps four to seven students). Here students have a chance to listen and think about what others are saying and thinking, and communicate their own point of view by stating opinions and reasons for them. These small "buzz" sessions can generate information and ideas, as well as clarify issues that can be brought before the whole class for broader discussion. The process is an excellent one for increasing social awareness. As an instructional activity, these discussions should be a part of the built-in fibre of the school day, a vehicle to explore and reason about events at school, at home, and in the community. In order to avoid a "take over" by one or two dominating group members, some clearly stated guidelines for these sessions might include: (1) listening, (2) not interrupting, (3) sharing your own point of view and your reasons.

2.c. *group planned investigations*—These students have a common interest—a specific project, theme, or issue they are studying. This shared sense of purpose is a sound basis for developing cooperation and motivation toward achieving/accomplishing a goal. Personal responsibilities are emphasized along with the potential to contribute to the entire group effort, balancing individual and group needs. At the initial stages of the group's efforts, teachers can provide the underpinnings for productive group experience. Students will need to discuss what they want to happen, and then identify ways to get the process started by (1) deciding what tasks/resources are needed to achieve the purpose, (2) assigning responsibilities, (3) managing the event, and (4) evaluating their efforts. I'd suggest you start on a small specific event, such as planning for a classroom visit of a police officer prior to a field trip to the local police station.

In general, key tasks for all of these groups include *focusing* on a goal, *clarifying* problems that relate to gathering resources and scheduling, and *developing a methodology* (a "how to do it"). These are essentially inquiry elements that require lots of questions and sorting out of things. An important point here is that the *process of planning* can often be of greater social/intellecutal consequence than the event itself, since formulating ideas and plans and organizing experiences are critically important aspects of motivation, self-direction, and creative thinking.

Each of these group experiences can provide important learning opportunities. For example:

- Increased social perspective-taking ability. This increases the child's ability to grasp and understand the viewpoints of others—something like "being in someone else's shoes."
- Increased willingness and skill in cooperation and reciprocity as a result of positive, productive group experiences.
- Increased ability to deal with conflicts and issues as an outgrowth of a developing sense of mastery in interpersonal, interactive experiences.
- Increased understanding of the decision-making process and skill in applying it.

3. *Field Trips*—Certainly, another worthwhile use of time is through active investigation of the local courts, voter sites, and the police stations. Good preplanning and organization is a must! You might want to consider having students participate in planning. They can:

- study maps, reproduce mini-maps;
- develop a set of questions about what they anticipate finding/seeing. For example, "what are your thoughts, ideas, expectations—what is it going to be like when we visit the police station?";
- plan an interview schedule—a set of questions to explore;
- develop a plan for collecting and recording information gathered on the trip. For example, they might bring along trip-clip boards for writing or drawing, cassette recorders, cameras;
- plan a sharing or post-trip event to apply the new information, i.e., role play, simulation, dramatic play.

It's important that kids have a chance to talk with court or police personnel while at the field site, since that will heighten the personal experiences for them. And, particularly because of the high interest of these trips, try to encourage the children to focus their questions by helping them think about special concerns before the visit.

An effective fifth or sixth grade follow-up for a field trip to a court would be to hold a moot court and have two or three juries deliberating at once. The students can then compare decisions and perhaps begin to recognize some of the imponderables they are dealing with.

4. *Descriptive Research*—This effective approach requires the child to actively seek out information, analyzing data collected by survey techniques. It helps the children find out what others think about issues, and encourages participants to clarify their own positions. Students might list the important rules in their home

for example, and then collect and compare them with the rules of other's homes as part of a project on parental authority and the reasoned need for rules. They could then analyze this information and bring it along to a class discussion.

5. *Imitative Research*—Like moot court or mock trials, imitative research allows the student to restructure, re-enact, and reinvent an episode. Children might observe the procedures of local elections and then imitate the mechanics of the voting system they are learning about, creating campaigns, ballots, and booths. The process helps to consolidate the child's understanding of some complex events. Our astronauts were perhaps our most famous imitative researchers. Remember in the early stages of flight exploration how they constructed a space environment to simulate and *prepare* for new experiences? Such are the ways of all adventurous learners!

6. *Interviews with People in Law-Related Settings or in the Classroom*—This offers a "flesh and blood," real linkage with the legal system. It brings students to local issues, gives insights into law careers and role responsibilities, and underlines the accessibility and basically human aspect of law studies.

7. *Gaming*—In group games, the child confronts others' viewpoints and becomes aware that s/he has a point of view that differs from others. This can lead to an exchange (and often a heated debate) about fairness, cooperation, and power. Also, children begin to see the necessity for rules when adult authority is suspended and children assume responsibility for following the rules.

Conclusion

Helping young students to construct their role as citizens in our constitutional democracy is, emphatically, a challenge to and responsibility of our schools—from the beginning. We need to think more about this area, to clarify our ideas and see new possibilities. I hope I've been able to suggest some concrete ideas for approaching that task.

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Effective Training Programs for Elementary School Educators: Selected Issues and Recommendations

David T. Naylor

As the law studies movement continues to mature and spread throughout the United States during the 1970s, an increasingly important and evident trend is emerging. While the initial thrust of most law-related education efforts has been directed almost exclusively at the secondary school level, this is no longer the case. Growing numbers of educators are becoming convinced of the necessity for effective law-related education at the elementary school level. The need to provide appropriate training experiences for elementary school educators thus becomes ever more critical.

Despite a growing awareness of and interest in law-related education in the elementary school, a number of obstacles currently confront the unwary educator, obstacles that have the potential to blunt, divert, an even undermine efforts to implement meaningful programs. This is especially true for the project administrator seeking to provide an efficacious training program for elementary school educators. For instance, while many elementary school educators may wish to do *something*, they are often unclear just what it is that they hope to accomplish. As Professor Nancy Wyner has pointed out:

> With rare exception . . . specific, appropriate elementary teacher guides incorporating a rationale, sound principles, and differentiated teaching strategies that interrelate developmental capabilities of elementary students with knowledge building and value analysis [have not been developed].[1]

The problem elaborated upon by Professor Wyner is a very real one, one made even more apparent by the lack of written materials suitable for use in grades K-6. Professor Roger Berg has observed that in the more than 50 pages of annotated listings in the first edition of the American Bar Association's *Bibliography of Law-Related Curriculum Materials: Annotated* (1974), there are

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descriptions of only two commercial texts suitable for use below the seventh grade. Commenting on this situation, Professor Berg wrote:

> Both of these books contain real and hypothetical cases for teaching about the Constitution and the Bill of Rights. Why is this format and subject matter all that is available for the intermediate grades?[2]

Yet another common obstacle to effective law-related education at the elementary school level is that many elementary school educators have doubts and hesitations about the relevance of law studies to the elementary school curriculum. They frequently ask, What should be taught? In what manner? At what level? Is it really necessary to include law studies in the elementary school curriculum? Unless and until such questions as these can be dealt with, efforts to provide an effective law-related education training program for elementary school educators, much less efforts to secure successful implementation of an elementary school law studies curriculum, have little hope for success.

These and other obstacles often seem formidable, especially to the neophyte administrator seeking to test the water by gingerly placing his toe in the mainstream of the law studies movement. However, these obstacles need not be fatal. The purpose of this article, therefore, is to help administrators contemplating the establishment of their own elementary teacher education efforts to anticipate those problems that may arise and offer suggestions for dealing with them.

The observations which follow are based on my experience as an administrator of the Cincinnati Center for Law-Related Education, a locally based, countywide project which provides extensive teacher education programs in law-related studies for both elementary and secondary school educators. During 1975-76, for example, approximately 150 elementary school teachers and administrators participated in the Center's two multiple session graduate level courses for elementary educators. Another 25 elementary school teachers were involved in the Center's annual four-week, all day summer institute program. In addition, many elementary school educators take advantage of the Center's law resource personnel program which arranges for speakers to visit the classroom and for children to visit the courts, police headquarters, and other areas of interest in the community. Since we initiated teacher education programs in the summer of 1973, approximately 350 elementary school educators have successfully completed these programs.[3]

Recruiting Qualified Educators

Each teacher education project, whether it be national, regional, state, county, or local in scope, faces its own unique problems in attracting qualified candidates to participate in its training programs. This is true of projects that are seeking to involve secondary educators, but especially true of those which wish to involve elementary school educators, because they may not as readily perceive the relevance of law studies. In dealing with this problem, let me make several suggestions.

Perhaps first and foremost is the need to make elementary school educators aware of the purposes and components of your training program. Generally speaking, the broader the geographic area from which participants will be drawn, the more difficult the problem of communicating necessary information to prospective participants. Depending upon your geographic scope, variations of the following procedures may be helpful in recruiting elementary school educators for law-related education training programs.

1. *Mass Mailings,* using membership lists obtained from national, state, and/or local professional organizations (e.g., National Council for the Social Studies [NCSS]; National Education Association [NEA]; National Association for the Education of Young Children [NAEYC]; National Middle School Association [NMSA]; International Reading Association [IRA]; state and local affiliates of these organizations).
2. *Formal Advertisements*, placed in national and/or state professional journals (e.g., *Today's Education; Young Children; The Reading Teacher*).
3. *Information Services/Newsletters,* services rendered by various organizations (e.g., American Bar Association Special Committee on Youth Education for Citizenship's annual listing of summer teacher education workshops; NCSS newsletter, *The Social Studies Professional*; ERIC/Early Childhood Education Center, Urbana, Illinois; University of Wyoming's *Middle School Newsletter*).
4. *Professional Meetings,* at which time project leaders may present formal papers, conduct workshops, and/or distribute information (e.g., national, regional, state, and local meetings of NCSS, NMSA, NAEYC, IRA).

In addition to making elementary school educators aware of a program's existence, administrators who wish to attract highly qualified candidates to their program should seriously consider providing one or more of the following benefits: (1) graduate credit from an accredited college/university; (2) free tuition; (3) free texts and instructional materials; and (4) stipend award. The value of these benefits should not be underestimated, especially by administrators of projects seeking to initiate a teacher education program or seeking to offer a summer program. The awarding of one or more of these benefits is as important in attracting qualified elementary school participants as it is in attracting qualified secondary school participants, for, while descriptive information may serve to spark interest, the failure to provide adequate benefits may financially exclude a number of otherwise highly qualified elementary school educators.

Without a doubt, the most effective means for encouraging educators to enroll in a teacher education program is the program's reputation as spread by past participants. Positive personal testimony is important in apprising elementary school educators of a program's existence and its value to their individual situation. For the Cincinnati Center, the "ripple effect" recruitment method is unquestionably the most efficacious.

Projects endeavoring to involve elementary school teachers should not overlook the importance of the elementary school principal. In general, elementary schools have smaller enrollments and faculty size than secondary schools, making possible greater interaction between the elementary school principal and teacher. In addition, the role traditionally assumed by the elementary school principal often results in a closer working relationship between principal and teacher and more direct involvement of the principal in school curriculum and classroom activities. The key role of the elementary school principal strongly suggests that project administrators should endeavor to directly involve him in the training program(s). Oftentimes the principal's understanding of what is being attempted can be the difference between wide or limited information dissemination, encouragement or discouragement of teachers to become involved in law-related training programs, and success or failure in classroom implementation of law-related studies.

The location of the training center is yet another factor that may significantly influence your ability to attract qualified elementary school educators. Hence, while the Cincinnati Center conducts its annual summer institute on the main campus of the University of Cincinnati, all of its multiple session courses are held at off-campus area schools. Each site is carefully selected to provide adequate classroom facilities, sufficient parking, ease of access, and strategic geographic location, factors which seem to be especially important to elementary school educators, probably because many of these educators are female, and long distances and night-time travel (especially to urban areas) are strong deterrents to participation.

Addressing Some Major Concerns of the Elementary School Educator

1. Why Teach Elementary Students About Law?

One of the most frequent concerns voiced by elementary school educators is that law studies are too sophisticated for the elementary school child. Law studies tend to be regarded by the uninitiated as little more than the study of documents (e.g., the Declaration of Independence; the Constitution; the Bill of Rights), the legislative process (e.g., How does a bill become a law?; What is a veto?), and landmark Supreme Court decisions (e.g., *Marbury* v. *Madison*; *Scott* v. *Sanford*; *Brown* v. *Board of Education*). The scarcity of appropriate materials for grades K-6, coupled with the nature of those materials which do exist, further add to this concern.

This is a common and persistent concern, one that cannot be simply wished away or safely ignored. In essence, it is rooted in lack of understanding and unawareness of sound rationales for law-related education. Addressing this concern thus becomes one of the primary responsibilities of an administrator of a law-related teacher education program seeking to train elementary educators.

A number of appropriate strategies are available to the program administrator to help ease educators' concern that law studies are too sophisticated for the elementary school child. The use of a mindwalk exercise in the initial class meeting is often a valuable means for helping the educator (and the elementary school child) comprehend the impact that law has upon our lives, including the lives of even very young children. (This activity is described on p. 76 of this issue.) Recognition of the pervasive reach of the law engendered by a mindwalk technique is often a potent means for helping to allay initial doubts.

Providing educators with opportunities to examine and discuss articulated rationales for including law studies in the elementary school curriculum is another means to help ease educators' concern that law studies are too sophisticated for the elementary school child. Hence, early in the training program, participants should be exposed to examples of rationales for law studies, including those found in books,[4] professional journals,[5] and classroom materials.[6] Encouraging each participant to develop his own rationale for law studies should be one of the important goals of a training program involving elementary school educators. Toward this end, it's a good idea to require participants to prepare a written rationale for including law studies in the elementary school curriculum.

The substantive content of any training program in which the elementary school educator is to participate should be adjusted to meet the "too sophisticated" concern. To accomplish this objective, it is strongly recommended that substantive content range far beyond documents, the legislative process, and landmark Supreme Court decisions. For example, Arlene Gallagher has proposed that instruction at elementary school level should encourage the examination of basic premises that underlie law in American society:

> Young children readily accept the need for rules in their lives. They are quick to object when someone doesn't play "fair" or cheats in a game. The elementary school becomes an ideal place for children to begin asking questions about why we have laws and what purposes they serve.[7]

Hence, substantive presentations which focus upon the nature of law, means and processes by which disputes are resolved under law, and an analysis of efforts designed to ensure fairness of the law and legal processes seem particularly well suited to training programs for elementary school educators.

2. Is Law Too Confusing or Value Laden for Elementary Students?

The belief that a study of law will only confuse the elementary school child is another frequently voiced concern of elementary school educators, one which is multi-faceted and tends to intensify in the initial stages of a training program. This intensification is primarily attributable to apprehension arising from exposure to legal reasoning. Dr. Isidore Starr accurately describes the environment which nourishes this concern when he writes:

> Law materials, by their very nature, force students and teachers to analyze the issues in value conflicts. . . . The conlfict is very seldom the conflict between a good value and a bad value. The conflict is usually between a good value and a good value, and how do we resolve that?[8]

Dr. Starr's question gets to the heart of the matter, for it reflects a dual concern. On the one hand, it acknowledges that children must accept diversity, with a concomitant apprehension that children will be hopelessly confused if too many alternatives are presented, if there is no "right answer." On the other hand, it suggests the inevitable anxiety of teachers themselves when forced to deal with competing value positions, a situation which can lead to both interpersonal and intrapersonal conflict.

Project administrators need to be conscious that teachers are concerned by the value-laden character of law-related education. Unfortunately, there is no simple panacea. However, several procedures may prove helpful in addressing this situation, including: (1) establishing an atmosphere which maximizes teacher interaction and participation; (2) helping teachers to feel intellectually comfortable with the law and legal issues; (3) developing educator awareness of and skills in utilizing teaching strategies for translating substantive content into appropriate classroom activities; and (4) arranging for educators to confront and deal with value issues in the training program.

Since most training programs involve educators from many different school systems, the need for them to become acquainted with each other in a short period of time is critical if they are to feel at ease with each other and interaction is to be maximized. The problem is particularly acute in a multiple session program which meets only once a week. A good ice-breaker is a name identification game which features word association and repetition. In one version of this game, the following phrase is used: "My name is ______ and I like ______." To begin the game, a teacher is asked to give his first name and a word which begins with the same letter (e.g., "My name is Ray and I like rabbits"). The second person states the information provided by the first teacher (e.g., "His name is Ray and he likes rabbits") and then follows with his name and chosen word (e.g., "My name is Thomas and I like tomatoes"). The process is repeated in round-robin fashion until the last person repeats the entire litany—all the names and word associations given by the other members of the class—and concludes with his name and appropriate word. By involving all participants, the technique stimulates name mastery and a relaxed atmosphere which is conducive to creating a first-name relationship among participants. This should be followed with continuing opportunities for participants to share reactions and make contributions to substantive and educational workshop presentations.

Helping elementary school educators to feel intellectually comfortable with the law presents another challenge. A means for accomplishing this goal is to structure the program's curriculum around specific legal concepts such as those suggested by the Law in a Free Society project (i.e., freedom, privacy, property, diversity, justice, responsibility, participation, and authority).[9] Hence, rather than immediately plunging into specific substantive sessions dealing with such issues as freedom of religion and freedom of speech, you can begin with sessions in which participants explore the meaning of a particular concept such as freedom from their own perspective (e.g., "When I think of freedom, I think of . . . "), blended with views gathered from assorted philosophic, political, sociological, economic, and anthropological sources. This provides a sound base for building a more sophisticated study of the First Amendment and related legal issues.

You can also help elementary school teachers become comfortable with legal issues by using key questions to establish a basic framework for dealing with a legal concept. For example, Law in a Free Society suggests four basic questions when dealing with a concept such as freedom: "(1) What is freedom?; (2) What are some of the factors that may affect a person's attitude toward freedom?; (3) What are some benefits and costs of freedom?; and (4) What should be the scope and limits of freedom?"[10] The value of basic organizing questions may be enhanced by structuring subsequent substantive presentations around a balance of interests format (e.g., individual liberty v. needs of society), with resource persons apprised of and attuned to this approach. Taken as a whole, the coordinated approach just described, or a version of it, is strongly recommended for use with elementary school educators because of its potential to further understanding, to accentuate relevance, and to maximize translation of law studies into suitable elementary school activities.

Elementary school educators' concerns with the value-laden character of law studies strongly suggest that methodological portions of a training program should be closely coordinated with substantive presentations to illustrate both a variety of appropriate teaching methods and a range of topics suitable for use at both the primary and intermediate grade levels. Value clarification, inquiry, and other appropriate teaching strategies should be presented within a substantive context, rather than recommended for their supposed inherent value in a vacuous setting. Given this, an examination of diverse educational strategies, including available written and visual materials appropriate for use at primary and/or intermediate school levels, promises to be of great aid in alleviating educators' concerns and fostering the successful transformation of law studies from the training program to the elementary school classroom.

Pamela Joseph has suggested that teachers can "profit from demonstrating law-focused material to each other in order to clarify their values."[11] She contends that if they are to be effective, "teachers must know themselves—their attitudes, beliefs, prejudices, and the complexity of their emotions."[12] The observation is well founded and should be heeded by administrators of training programs, especially those designed for elementary school educators.

Young children have special needs for guidance in developing the skills necessary to identify, share, and assess their values, especially those involving the law. Unless the teacher is able to comfortably deal with his own values and value conflicts, the prospects for meaningful law-related classroom experiences are dim indeed. Thus training programs for elementary school educators should stress active teacher involvement and interaction as opposed to passive observance of the substantive and educational workshop sessions. This is particularly important in educational workshop sessions, and these should be carefully planned to foster involvement. Having teachers actually demonstrate various value clarification strategies in the workshop may lessen their anxiety about value-laden situations, increase their awareness of the many techniques that are available for these purposes, and foster skills for using these methods in a classroom setting.

3. Can Law Become Part of the Elementary Curriculum?

Requiring each participant in a training program to prepare a sequentially developed teaching unit designed for use at the participant's grade level assignment is an excellent means of showing how law can enrich the elementary curriculum. These units can also serve to alleviate somewhat the paucity of elementary law-related materials by developing activities and strategies which are not dependent on commercially prepared curricula. The teacher-prepared unit focuses on one of the legal concepts presented in the substantive sessions and consists of a number of different teaching strategies emphasized during the educational workshops. It serves as a natural means for helping elementary school educators identify ways in which law studies can be successfully integrated into the existing school curriculum, in addition to helping them ascertain which legal concepts are most applicable to their situation and suggesting which strategies to employ within a specific content area. This exercise is a particularly good culminating experience. An interesting variation is using teacher teams representing different grade levels to prepare a multigrade, structured curriculum unit. This focuses attention on the need for a developmental approach to the elementary school curriculum. Time constraints, however, may preclude the teacher team approach in a once a week, multiple session training program.

Providing Support Services to Enhance Training Programs

Those wishing to establish training programs for elementary school educators should not limit such programs to an annual summer institute or to several multiple session courses offered during the regular academic year. Continuing services are necessary to sustain the momentum and interest so carefully cultivated in the initial training program. Among the continuing support services project administrators may wish to offer elementary school educators who have completed a training program are (1) a resource personnel service; (2) additional training programs; (3) special workshops; and (4) informational services. While the success or failure of a training program does not necessarily rest upon the existence and quality of these types of support services, offering at least one or more of them is highly recommended.

Resource Personnel Service

Professor Wyner has noted that effective instructional strategies for law-related education in the elementary school should include field trips to "local courts, voter sites, and the police station"[13] and "interviews with people in law-related settings or in the classroom."[14] Most educators would concur with these recommendations. But how is the elementary school teacher to provide these experiences for his students upon his return to the classroom? What resources will be available in his school to aid him in doing this? What help, if any, will be forthcoming from those responsible for the training program? These are important questions for both the teacher and project administrator to consider.

In most school situations, if the teacher wants his students to take part in at least some of the experiences Professor Wyner has recommended, he must do the leg-work himself. Hence, the teacher must be willing to make a time investment which may prove to be considerable, and time, particularly at the elementary school level, is a scarce resource indeed. Furthermore, many teachers may feel they lack the contacts necessary to arrange for field experiences and resource persons. What frequently results, therefore, is that the teacher, while intrigued by these possibilities and supportive of the concept, is often frustrated by the realities of the school environment and doesn't implement these activities.

If the geographic area served is relatively small, the administrator of a law-related teacher education program can do much to help teachers to provide for suitable field experiences and classroom visitations. For example, in Cincinnati, the Center for Law-Related Education operates a law resource personnel service that, upon teacher request, arranges for: (1) persons (e.g., attorneys, judges, law enforcement officers, corrections officials, legislators, etc.) to visit school classrooms; (2) field trip experiences (e.g., state and federal courts, police station, etc.); and (3) consultations for teachers with appropriate persons to discuss issues in substantive law and/or educational methodology. This free service is convenient and readily accessible to educators in our area. We continually evaluate to help insure the quality of resource person presentations—at the grade level sought—and field experiences.

The contacts available to a coordinating body such as the Cincinnati Center far exceed those of the average teacher. Not only does its existence permit the establishment and maintenance of a large and varied pool of resource persons, it also permits the planning of experiences not readily available to the average educator. For example, the Cincinnati Center has, over a period of time, been able to effect a close working relationship with area judges. Consequently, not only are many of these judges willing to speak to educators enrolled in Center training programs and to children in individual school classrooms, they are also willing to use their court recess time to speak with school children who are visiting the courts. Few teachers are able to arrange for these types of meaningful experiences on their own.

Additional Training Programs

Administrators may find that a training program may be strengthened with the addition of another type of support service—a second type of training program. If the original training format is a summer program, the addition of one or more multiple session "mini-courses" offered during the academic year may serve to broaden educators' exposure to the law, to enhance their skills, and to maintain their interest and enthusiasm. It also has the potential to attract educators unable to participate in a summer training program.

Special Workshops

In lieu of, or in addition to, implementing a second type of training program, a project administrator may wish to conduct one or more workshop sessions several months after the original training program has concluded. By the time the workshops are held, educators will have had time to reflect upon their training experiences, critically assess the realities of their school environment, and attempt to implement law-related education in the classroom. In light of the paucity of suitable materials for elementary schools, there is special value is reassembling trained elementary school educators in workshops so that they can relate their experiences—accomplishments and failures—and identify their current needs. This type of feedback not only promises to be of significant benefit to the participating elementary school educators themselves, but to the project administrator as well. As a result of these workshops, the administrator may initiate additional supportive steps to aid these educators, as well as to strengthen the next scheduled training program to better prepare other educators.

Informational Services

Various informational services are available to the project director. A newsletter may be published, special informative letters may be sent, and surveys of former participants may be regularly taken as a means of keeping trained educators abreast of and interested in various aspects of law-related education. Periodic mailings, whether in the form of a newsletter or informational letters, may apprise educators of new materials for classroom use, various teaching strategies or curriculum models, recent court decisions, additional training program opportunities, reports of successful (or unsuccessful) ventures, and so forth. This clearinghouse function may be a very effective means of providing needed support to those in the process of implementing law-related education in the elementary schools.

Conclusion

A project administrator has many training models available from which to choose. This publication contains articles describing a number of them. The purpose of this article, however, was not to describe a particular training model, but rather to identify and specifically address some of the major issues that are likely to be common to any training program designed for elementary school educators, regardless of the particular training model employed, and to offer specific, concrete suggestions for dealing with the issues so identified.

Notes

1. Nancy Wyner, "Observations on the Teaching of Law in Elementary Schools," pp. 39-52 of this issue.

2. Roger Berg, "A New Model for Law-Focused Education," *Social Education,* Vol. 39, No. 3 (March, 1975), p. 163.

3. For a more detailed description of the Center for Law-Related Education, see David T. Naylor, "Putting It All Together: The Cincinnati Experience," pp. 192-200 of this issue.

4. See, for example, Report of the American Bar Association Special Committee on Youth Education for Citizenship, *Law-Related Education in America: Guidelines for the Future* (St. Paul, Minn.: West Publishing Co., 1975), pp. 1-6; Isidore Starr, "Reflections on Law Studies in the Schools Today," *Reflections on Law-Related Education* (Chicago: Special Committee on Youth Education for Citizenship, 1973), pp. 12-16; and Ronald A. Gerlach and

Lynne W. Lamprecht, *Teaching About the Law* (Cincinnati: The W. H. Anderson Company, 1975), pp. 1-22.

5. See, for example, Leon Jaworski, "Law in a Changing Society: A Challenge for Our Time," *Southwestern Journal of Social Education,* Vol. 6, No. 1 (Fall-Winter, 1975), pp. 5-12; Arlene F. Gallagher, "Premises for Law," *Social Education,* Vol. 39, No. 3 (March, 1975), pp. 156-58; Joel F. Henning, "What Are Law-Related Studies?", *Social Studies Review,* Vol. XIV (Fall, 1974), pp. 4-6.

6. See, for example, Law in a Free Society, *On Responsibility: A Guide for Teacher Education* (Santa Monica, California: Law in a Free Society, 1974), p. 3; Robert H. Ratcliffe, et al., *Teacher's Guide: Law in a New Land* (Boston: Houghton Mifflin Company, 1972), pp. 1-3.

7. Gallagher, *op. cit.,* p. 156.

8. Starr, *op. cit.,* p. 13.

9. Law in a Free Society is a project of the State Bar of California. It has produced curriculum materials for grades K-12 which are available for purchase.

10. *On Freedom: A Curriculum* (Santa Monica, California: Law in a Free Society, 1974), p. 1.

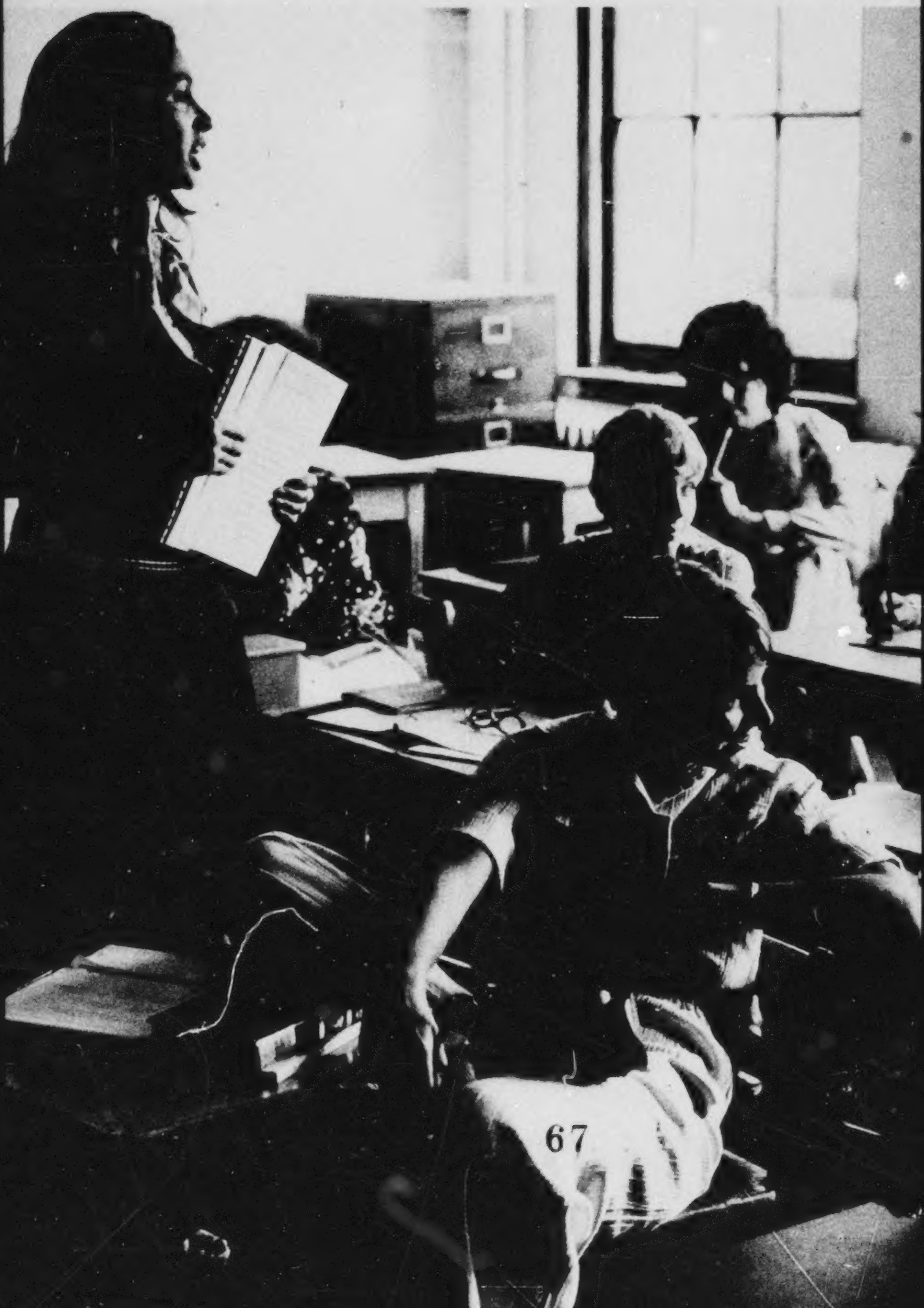
11. Pamela Joseph, "Value Conflict in Law-Focused Education: The Problem of Teacher Anxiety," *Social Education,* Vol. 39, No. 3 (March, 1975), p. 168.

12. *Ibid.,* p. 169.

13. Wyner, *op. cit.,* p. 50.

14. *Ibid.,* p. 51.

Some Approaches to Teacher Education



Editor's Note

This section contains articles describing a variety of approaches to law-related teacher education, ranging from half-day awareness sessions to intensive four week teacher education institutes. These articles are designed to give you an idea of the range of possibilities. Of course, there are many other good approaches to teacher education in this field.

The title of each article indicates the particular approach that is being described (e.g., a one week workshop, a field experience program, a coordinator approach). The final two articles in this section ("The Maryland Model for an Eight-Step Teacher Education Program" by Donald P. Vetter and Gerard W. Paradis, and David T. Naylor's "Putting It All Together: The Cincinnati Experience") describe several approaches to teacher education. The article by Donald Vetter and Gerard Paradis describes the Maryland program's awareness sessions, two week summer institutes, and multiple session programs during the school year. David Naylor's article describes an intensive four week seminar for elementary and secondary teachers, as well as a series of multiple session programs during the school year.

In addition to describing types of programs, the articles discuss aspects of teacher education ranging from winning support and raising money to creating curricula and providing follow-up services. Some topics—keeping costs down and introducing participants to community resources, for example—are discussed in almost every article. We've listed below the pages other important topics appear on.

Winning Community Support: *87-88, 91-92, 153-58, 175-76, 177-78.*

Winning Bar Association Support: *99-100, 177-78.*

Involving Universities and University Educators: *101; 131-39, passim; 144-45; 192-200, passim.*

Raising Funds: *71-72, 92-93, 102, 136.*

Winning Administrative Support/Getting Started: *74, 76-77, 78, 87-88, 98-102, 153-58, 167-170.*

Adapting Programs to Local Conditions/Involving Participants in Shaping the Program: *72-74, 77-78, 88-89, 123-25, 131-39, passim.*

Selecting Trainers of Teachers: *88, 122-23, 177-78, 179, 183.*

Training Teacher Trainers: *88-89, 99-101, 122-23, 141, 177-184.*

Providing Orientation for Community People: *74-75, 99-100, 165, 177-78.*

Stimulating Teachers' Interest/Selecting Teachers for the Program: *90-91, 132-33, 156-57, 175-77, 184, 186.*

Programs for Elementary Teachers: *70; 72-74; 79-87, passim; 141-42; 162-67, passim; 183-84; 194-96; 200.*

Grouping of Teachers: *91, 133-35, 198.*

Ice-Breaker Techniques: *120, 135, 179-182.*

Techniques for Familiarizing Teachers with a Variety of Materials: *76, 124-25, 136.*

Instructional Strategies: *73-74, 75-76, 82-86, 120-22, 178.*

Community Involvement Projects: *116-130, passim; 147-161, passim; 164-65.*

Curriculum Development and Teacher Education: *70, 100-01, 187-88, 200.*

Evaluation: *111-13, 128-130, 158-160.*

Follow-Up Services: *113-14; 162-171, passim; 188-190; 193-94.*

Getting Started: The Awareness Workshop

Lynda Falkenstein

Oregon's Tri-County Law-Related Education Project is barely one year old, yet it has already begun to provide its developers with important lessons about curriculum innovation, information dissemination, and organizational needs in general. Part of these lessons focus on the pivotal role which awareness workshops have come to play in this project's success to date. The term is deceptively unassuming, for the awareness workshop may well be the single most significant factor influencing whether a project moves beyond the idea stage to a full-scale, implemented program.

This article will consider various aspects of the awareness workshop, focusing particularly on the central role it has played in our own Tri-County Project. I hope the observations gleaned from Oregon's project may serve as helpful guidelines to others undertaking the challenge of law-related education. But first, a brief description of the Tri-County Law-Related Education Program. (For convenience, future references to the project will be abbreviated TCLREP.)

A Coalition Effort

TCLREP represents the combined efforts of 22 independent school districts, the Oregon State Bar, Portland State University, and local Intermediate Education Districts. This project assumes that in cooperation and pooling of resources there is strength. It serves Oregon's major metropolitan area. Participating districts include the bulk of the state's population and a potential audience of more than 200,000 students.

Project Goals

The project's overall intent is to provide the region's schools with a law-related education which seeks to improve the citizenship skills and attitudes of youngsters by providing them with an understanding of law, legal processes, and the legal system. In addition, local developers have emphasized values education and moral development, particularly the recent work of Lawrence Kohlberg, and

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have integrated it with law studies. Long range goals include staff training, materials collection and assessment, curriculum development where necessary, development of network and support systems among staff to aid in the continuing delivery of law-related education, and community education.

We don't anticipate a mandated or monolithic curriculum as a project outcome. We hope, instead, that out of the vast number of materials and resources presented, individual districts will identify those approaches which most closely meet their own local needs and goals.

Training Programs

Staff training receives highest priority both in planning and allocation of human and fiscal resources. The project hopes to train most K-12 teachers in our participating districts, including those teaching outside the social studies departments.

Within our broad goal of K-12 training, the project's specific emphasis will be on elementary and primary grade needs. We know that values and behavior patterns having to do with law are established very early and that to wait till the high school years is to set ourselves up for failure. Even the kindergarten child has begun to develop rudiments of the concept of fairness. That sense may not be very sophisticated, but the concept and feelings about the concept are nonetheless present and are key building blocks of law-related education. Hopefully we will be able to develop that awareness into a full understanding of what law may mean in American society.

Unfortunately, very few materials exist for an elementary law-related curriculum. As project developers we are also acutely aware that young children learn in ways significantly different from older children, and that any materials we create must reflect sound learning theory consistent with that age difference.

We exercise restraint in developing elementary materials, pushing ahead only when we have some confidence that sufficient groundwork has been laid. Thus, the project's initial priority is to train teachers *first* to learn all they can about law-related education and how young children conceptualize law. Only then will we begin to write curriculum packages. This process takes longer than some would probably like. Growth taking place within teachers who participate in training programs is not tangible, nor is it as immediately visible as are units and materials. But our commitment is to *learn first, write later*!

In one way or another all subject areas deal with law, and TCLREP seeks to involve teachers well beyond the social studies department. Not surprisingly, many have come to perceive their disciplines as unique and quite apart from other content areas. As a result, the inextricable relationship between law and literature, indeed between law and the shop class, law and mathematics, law and science, and law and the educational institution as a whole may have to be spelled out in special programs for department heads and team leaders. We will offer these persons mini workshops so that after an initial introduction they will be able to sort out the myriad ways in which their own existing curriculum may become sensitized to and focus upon law-related concepts and issues.

Finally, a basic assumption of this project is that anyone affecting student learning must be reached by training sessions. Hence we seek to reach home and community environments as well.

All Local Money

The financial base of this project is among its most interesting features and has implications for other curriculum innovation. Recognizing both the need to get on with effective law-related education and the unreliability of outside funding sources, participating districts agreed to support the program through payments based on average daily membership of their student populations. Projecting expenses over one year, 17c per student was set as the cost for district participation in the project. Thus, the region's largest district, which has approximately 69,000 students, commits about $13,000 to the project as a registration fee. A small district with 300 students participates with a fee of $210. The fee entitles a district to all rights and privileges of the project. This procedure has three distinct advantages:

(1) Local money means local commitment. It establishes a strong sense of proprietary involvement.

(2) The likelihood of the program continuing over time is significantly enhanced, since it is not dependent for survival on an external source of funds.

(3) Local money is probably the strongest statement of priority a district can make. The district must recognize that law-related education has as high a priority as any educational program.

Although local districts provide the major share of all funding, the Oregon State Bar has also contributed significantly. Its most valuable assistance by far has been the in-kind services of its membership. Local attorneys and judges have shared literally hundreds of hours with our classroom teachers.

By way of summary, this project's major directions are characterized by the following:

(1) K-12 curriculum development and teacher education.

(2) Emphasis on elementary and, where possible, primary grade children.

(3) Concerted effort not to "reinvent wheels" but to examine, collect, and build upon those materials and programs already developed.

(4) Direct involvement of administrative staffs at all levels of implementation.

Advantages of This Kind of Approach

The most obvious advantage of this sort of coalition appears to be the large resource base which emerges from many districts cooperating toward a common goal. We affirmed what everyone always knew, that large sums of money are not essential to introduce an innovative project, nor can they guarantee its success.

Disadvantages of This Kind of Approach

Weaknesses are also easy to pinpoint. Autonomous districts tend to be sensitive to any apparent effort toward a uniform curriculum. This can cause frequent misunderstandings which must be dealt with realistically at all times. I'd suggest that you deal early on with this and other issues which might affect the project's overall success. Without precise delineation of the goals, relationships, and processes involved, competition rather than cooperation would probably be the spirit characterizing relationships among our participating districts. In other words, participants must feel comfortable that they know what is happening and who is doing what. Most of all, they must not feel threatened by an apparent imposition of a new program or by persons recently on the scene. This kind of task is but one of the many important functions of the awareness workshop.

What Is an Awareness Workshop?

The awareness workshop is just that: a program designed to acquaint participants with the overall goals, content, strategies, and tone of your subject. Your workshop will probably be an introductory experience for most in the audience and your planning should be based upon that assumption.

The intent of an awareness workshop is not to make experts out of anyone in just a few hours. Rather, these sessions might be viewed as "grabbers," your major chance to generate enthusiasm and a sense of need so that the audience itself asks, "Where do we go from here, and how?" Probably the most important goal of the awareness workshop, then, is creating a sense of commitment to and interest in getting on with the task.

Who Should Be Invited to an Awareness Workshop?

Anyone who directly or indirectly affects the tone and learning environment of your school should be considered as a potential participant in the awareness workshop. Our project has identified four major audiences: teachers, administrators, lawyers, and civic and parental groups. Each of these audiences has unique needs and perhaps special relationships to law-related education. Therefore, we have provided workshops for each group rather than mixing audiences. Although our approach has not done so, there is merit in considering "teams" made up of teachers and administrators from particular districts. Support mechanisms are often strengthened bv developing these small cadres which may provide leadership within their own schools and districts.

What Do the Workshops for Each Audience Emphasize?

While there is considerable overlap among all the workshops, each workshop can address specific issues which are particularly appropriate for its participants. For example:

(1) *Teacher* workshops emphasize need, substance, and instructional methodology. The relationship to existing curricula is stressed. We deal with questions such as "How can this be integrated into what already exists?" and "Haven't we been doing this for a long time?" Teacher workshops include all K-12 teachers. The reason for involving all teachers is to insure a line of communication (which we hope to see continued) and eventual articulation of curriculum goals.

At the same time, this grouping without regard to grade assignment frequently has elementary teachers looking moderately bewildered and ready to ask "So what's in it for me?" and "Where are curriculum materials for my students?" We anticipate this as a valid concern; indeed, it is one of the reasons for our project in the first place. Since law-related curriculum resources for lower-grade students are limited at best, it is our task to demontrate how major ideas and law-related questions can be drawn from existing curricula and available textual material. We remind all our resource people to frequently pull back from their actual substantive presentation and ask the audience, "O.K.—now how might this apply to young children? How can we develop a lesson around this idea?" The awareness workshop is definitely not the place for unit or lesson planning, but a significant number of participants will have to apply ideas from your presentation to their actual situation. Do not presume that will happen by osmosis or by accident.

Because of the current scarcity of materials for young children, it will be almost impossible to demonstrate lessons from any articulated sequence of elementary law-related materials. The Law in a Free Society project's materials on authority and West Publishing Company's *Law in Action* materials are two excellent examples, however, of classroom-ready materials which may serve as a source of demonstration lessons for elementary teachers.

In addition to experiences with the few already created elementary law-related materials, exercises emphasizing the process which is central to law studies will be useful to the elementary teacher. Various questioning strategies which can engage students in multiple levels of thinking skills, role plays which can help students sort out alternative courses of action and values implicit in those behaviors, and examinations of data and evidence are but a few of the processes which can be demonstrated in a workshop and are at the same time keys in the instructional process of law-related education.

Even the youngest children have begun to single out those things which are important to them and those things which are not so significant. The various valuing processes which are implicit in law studies and explicit in many secondary curricula are of utmost importance and their roles may also be demonstrated during an initial workshop.

Lest anyone go away from a program thinking there is no hope because materials don't exist, I provide, at one time or another, experience with the morning newspaper. One copy for every person in the workshop, a red felt-tip pen, and the lesson can begin. Have participants go through the newspaper as closely as they can, circling every article and item which relates to law. Include the comics, sports section, society—the whole paper! It doesn't take long before the paper is a mass of red circles and participants begin to realize how pervasive law is in their own lives. You might ask if certain sections of the paper are marked up more than others? Why might this be? Of course, law isn't only a domestic concept. What about reference to international law? How do different countries and cultures perceive law?

Many court decisions raise difficult moral questions. The recent Karen Quinlan case, with all its complexity and tragedy, asks the most powerful value-laden question students may ever face: who will decide who shall live? You may wish to clip a recent case from the newspaper and copy it for the class with all but the decision. Ask what students might decide? Why? What kinds of assumptions are implicit in their course of action? Perhaps a role play might further clarify students' positions on the issue. There are obviously an endless number of ways to proceed. The central thing to remember is that possession of an already developed curriculum of law studies materials is not always a requisite before one can begin studying about law-related matters. Use what's available!

(2) *Administrative* workshops assume that building and district leaders must understand law-related education and make a substantial commitment to it if it is to gain a foothold and momentum in their schools. As with teacher workshops, administrators are provided direct experiences with law-related materials in the form of mini lessons. Content for the lessons is carefully selected to insure that participants will identify with the subject. For example, cases involving privacy, confidentiality, search and seizure, and discipline are topics of immediate concern to most administrators. Hence we frequently use these to move into the broader issues and goals of law-related education.

Budget and fiscal concerns are always important for administrators, and time should be allocated to deal with these matters. At the end of the day, we usually hold a forum where these and other issues such as community reaction are considered.

Administrators, like classroom teachers, frequently express concern about "another new priority." They wonder if this is the latest fad that they must deal with. It should be no surprise that they sometimes bring a degree of cynicism to the initial workshop. Hence, the need to explicitly demonstrate that law-related education is not an add-on or the nineth subject in an eight-period day.

(3) *Lawyer* workshops are important because our project works very closely with the local bar association and its membership. Members assist in materials' assessment, including review of the print and nonprint materials which we have collected for the project clearinghouse of resources. Bar members tell us whether these materials are accurate and up to date. They also are invaluable resources in team teaching during teacher education workshops. Project leaders feel very strongly that team teaching is essential for several reasons: (1) It provides an excellent model for effective use of lawyers in the actual classroom. Too often lawyers give a speech *at* students and depart. Perhaps some public relations gain may be made under that sort of condition, but students probably won't learn much. (2) The team teaching model allows the lawyer and teacher to do common planning, with each learning from the other. Thus, the lawyer's eventual visit is a part of a larger scheme with continuity and direction.

We know, however, that being an attorney does not assure sensitivity to the goals of law-related education. Therefore, we provide awareness workshops for local attorneys and judges. Members of the bar work closely with us in planning and executing these workshops. In addition to the content goals of law studies, these workshops stress methodology and tone, since many of these people will become resources in local classrooms and must understand teaching strategies and our guiding pedagogy.

The need for emphasizing methodology and tone may seem so obvious as to make mention of it superfluous. Yet this remains one of the most difficult areas to effectively communicate and one of the most important goals of any workshop. Method and tone are the primary factors in setting law-related education apart from conventional civics courses. Inherent in the method and tone of law studies are processes and attitudes which we hope will reach into the total school environment. Approaching law-related education in a didactic, authoritarian, or closed manner works directly against the goals of this innovation, and it is important that our workshops tell our lawyer-volunteers that this type of teaching is not appropriate for our own classroom needs.

(4) *Members of the community* may not only profit personally from attending an awareness workshop, but they may be vital to the long-term success of a law-related program. In addition to building their own citizenship skills, parents who attend such a workshop will be in better positions to support instructional efforts happening in the classroom. The PTA, Junior League, Dads' Club, and similar organizations are excellent vehicles for drawing together members of the community.

What Does An Awareness Workshop Look Like?

The design of the awareness workshop will vary depending upon audience and specific local needs. In all cases, though, it will be very carefully planned and will have a well defined structure. Structure is necessary to insure that participants will have access to various experiences and data during the limited amount of time available.

Length of a workshop will vary according to local conditions and available resources. I recommend full-day sessions, because they provide a greater opportunity to introduce the subject than workshops of one or two hours. Although the full-day session is by far the most desirable, it is probably the least likely in many districts. Therefore alternative one and two hour model workshops are available. They, like the full-day workshops, focus on the familiar questions: What? Why? How? Who? A sample syllabus for a two hour workshop might look like this:

Introduction/Greetings (10 min.)
To Reason Why: ABA Film (30 min.)
Some mini activities introducing law studies:
  Mind Walk
  No Vehicles in the Park
  The Cave (35 min.)
Forum of local teachers/administrators addressing their perceptions of the need for and value of law-related education. (25 min.)
Where to from here? Questions focusing on where the district and school are and where they might go with law studies. Planning for follow-up. (20 min.)

As the syllabus shows, the bulk of the workshop is usually spent on the actual nature of law studies. That definition can be reached through several activities and exercises which participants experience. Such simulation exercises as "Mind

Walk," "The Cave," and "No Vehicles in the Park" immediately engage our audience not only in process but in content as well. Take "Mind Walk" for example. It's easy and the audience loves it! Begin by telling people you are going to share with them a short story about your life. The audience's role is to identify any time you mention an event or idea which in any way is related to the law. They then explain the nature of that relationship. A typical "Mind Walk" beginning is: "My name is . . . " Hands go up. Of course. Law does relate to one's name. The game continues, "I was born . . . " Hands go up again. "My parents . . . " Hands up and all of the sudden people realize one of the most basic ideas you hoped they would pick up, that law is a thoroughly pervasive institution which affects virtually all of us in ways we often take for granted.

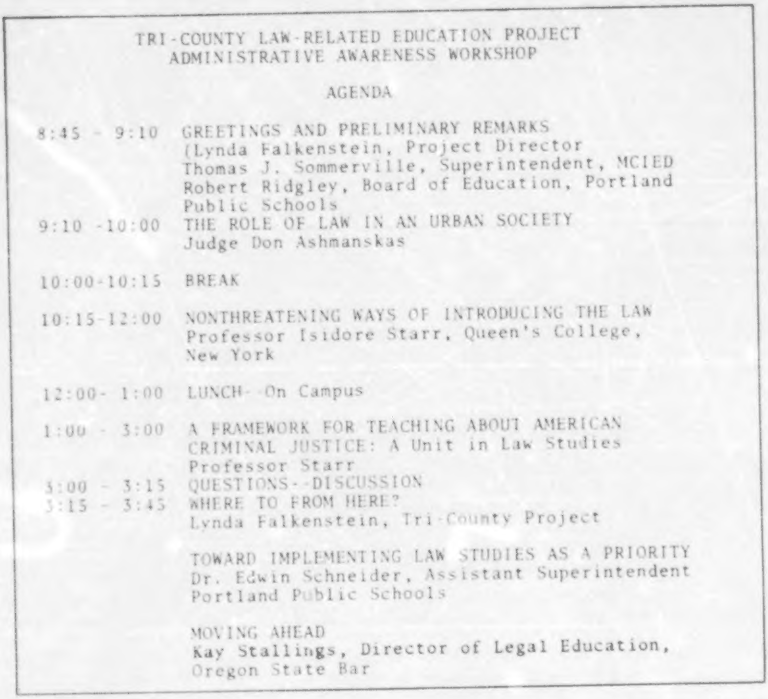
Another interesting way of conveying the nature of law studies is to set up "musical tables." Each table has a collection of law-related curriculum materials. As participants enter the room they receive a number which corresponds to a particular table. They also receive a question which causes them to focus on a particular aspect of the curriculum they are about to look through. For example, we ask what they think the major intent of these materials is, or what they think the major strategies and teaching methods are. Another set of questions asks participants to compare these materials with those they are more familiar with. We ask them how they think students would react toward these materials, which topics they find in these materials which they would not expect to find in materials published 10 years ago, and which they might find in materials published 10 years from now. The list can go on and on. This is a nice ice-breaker which helps participants develop an understanding of law-related materials and an awareness of how they differ from conventional materials.

The forum is an important component of the workshop. It is a small group comprised of individuals from a particular school or those teaching/administering specific grades. They may wish to assess the status of law-related education in their own situations and consider possible future directions.

The Administrative Awareness Workshop

This sample agenda was used in a recent workshop done for principals and superintendents. The overall intent was to present law-related education in a national framework, gradually focusing on state, local, and district concerns. By the end of the day, participants not only knew that there are more than 400 law studies projects around the country, but that their own district had a vital role to play in the movement.

The afternoon portion of this agenda was of particular interest to administrators, since it focused on such current questions as due process and the conflict between fair trial and free press. Using Encyclopaedia Britannica's film on the Sam Sheppard murder case (*Free Press vs. Fair Trial by Jury*), Isidore Starr, the film's writer, stopped the projector at various decisive points throughout the film. Asking the audience "What will happen?" and "What would you do?" he engaged participants in sorting through the complexities of trying to protect vital but conflicting rights. In addition to providing substantive information on the



TRI-COUNTY LAW-RELATED EDUCATION PROJECT
ADMINISTRATIVE AWARENESS WORKSHOP

AGENDA

8:45 - 9:10	GREETINGS AND PRELIMINARY REMARKS (Lynda Falkenstein, Project Director Thomas J. Sommerville, Superintendent, MCIED Robert Ridgley, Board of Education, Portland Public Schools
9:10 -10:00	THE ROLE OF LAW IN AN URBAN SOCIETY Judge Don Ashmanskas
10:00-10:15	BREAK
10:15-12:00	NONTHREATENING WAYS OF INTRODUCING THE LAW Professor Isidore Starr, Queen's College, New York
12:00- 1:00	LUNCH--On Campus
1:00 - 3:00	A FRAMEWORK FOR TEACHING ABOUT AMERICAN CRIMINAL JUSTICE: A Unit in Law Studies Professor Starr
3:00 - 3:15	QUESTIONS--DISCUSSION
3:15 - 3:45	WHERE TO FROM HERE? Lynda Falkenstein, Tri-County Project TOWARD IMPLEMENTING LAW STUDIES AS A PRIORITY Dr. Edwin Schneider, Assistant Superintendent Portland Public Schools MOVING AHEAD Kay Stallings, Director of Legal Education, Oregon State Bar

fair trial-free press question, a day-to-day operational aspect of the school was touched upon, perhaps collaterally but not insignificantly. What frames of reference do administrators (and other people) bring to decision-making situations involving students and teachers? To what extent does bias influence the outcome of that process? To what extent is that bias conscious? To what extent is it fair or unfair? These are just a few of the spinoffs emanating from this lesson which might ultimately very much improve a school environment.

SOME TIPS FOR PROGRAM DEVELOPERS

Homework is a Must!

Before doing any workshop, regardless of length or audience, our planners identify the most salient questions which will probably arise during the course of the workshop. This requires doing a modest amount of questioning about local concerns. It is essential that significant issues are dealt with and, with luck, anticipated. We have learned to anticipate the following questions and concerns: How much does it cost? Does it meet graduation requirements? What about the state department? What do we have to move out to get it in? Who says it's a priority? A few years ago it was career ed., last year it was special education, and now it's law-related education! What's next? Will it be controversial? I think we've been doing this all along. Will it make the kids more responsible? Students already know too much about their rights—will this teach them their responsibilities? Isn't reading more important? What will parents say when students go home questioning a legal/moral issue? How can we grade and/or evaluate this?

Many of the above questions and observations won't be appealing in the least, but they are typical of the crop which surfaces during an average awareness workshop. If the politics of your area suggests any other priority concerns, be sure to get a good handle on those questions before going into the workshop. Too much is at stake to muff it with vague or evasive responses.

An Awareness Workshop Demonstrates Good Teaching

Everyone in our project agrees that these workshops *must demonstrate good teaching*. We stress this for two reasons: (1) we assume that good teaching will facilitate learning and (2) the workshops should demonstrate what might actually occur in the classroom. The need for good teaching may seem patently obvious, but experience too often demonstrates that some of the worst teaching is perpetrated upon educators. Because law-related education involves a process as well as content, teaching styles and strategies must be carefully thought out well in advance of the actual workshop.

The "Brass" Are Important

All of our workshops, regardless of audience, are introduced by district leadership. This demonstrates their personal and professional commitment to the project. This project is particularly fortunate in having keenly interested and articulate supporters from school districts and school boards. It is most important that participants sense that their district is not only behind them but actively supporting efforts to develop law studies.

Use Resources That Participants Will Have Access To

We try to include presentations from particularly excellent local resources. The intent here is to demonstrate that law-related education is not something being imposed from the outside, and that help is available locally.

A good opener for your workshop is the American Bar Association film, *To Reason Why*. It and other media can probably already be found in many of your district film libraries. Put local resources to work.

Don't Be Afraid to Bring in National Experts on Occasion

Often, you may not be able to meet all your resource needs locally. Too much is at stake to do a presentation with someone who purportedly knows "law-related education" but winds up misrepresenting it. TCLREP has been fortunate in having such outstanding resources as Isidore Starr, Norman Gross, and Joel Henning on site to do major presentations. (For information on national programs, see this issue's checklist of resources [pp. 220-25].) If you seek resource people from national programs, be sure to find out the extent to which their institution is able to provide in-kind support to your program.

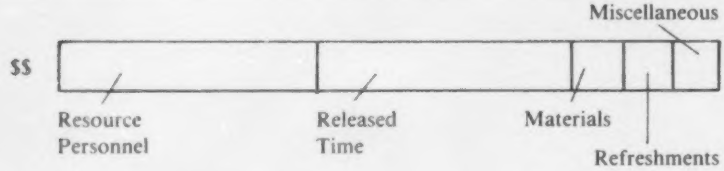
Paying for the Program

There are as many ways to pay for the awareness workshop as there are projects and districts. Our experience strongly suggests that however it is paid for, *expense should not be spared* in procuring the best personnel available to conduct and organize your program.

Teacher workshops usually have expenses in the following basic categories. The column to the right indicates how each cost is covered.

ITEM	COVERED BY
Released time (All teacher workshops are held on school time.)	In-kind contribution of districts. Substitutes paid for by local district.
Resource people, including transportation, if any, and related expenses.	Project and in-kind contributions of members of the Oregon Bar.
Materials	Project and in-kind contribution of local Intermediate Education District (Multnomah County).
Program site/A-V equipment/ custodial and secretarial assistance	In-kind contribution of local I.E.D.
Refreshments	Project and in-kind contribution of local I.E.D.

The following graph suggests how expenses break down for an average teacher workshop.



Cost breakdowns for administrative workshops are similar, except that there is no expense for released time or substitutes. All of our workshops are held on school time, an extremely important factor in building the morale of participants. Since participants are released to attend a program during the school day, they know unequivocally that they are going to something special and that their district has a high degree of commitment to it. Energy and spirits are obviously higher in this situation than at the more common 4:00 p.m. faculty meeting.

Some Do's and Don'ts

By way of conclusion, let me suggest several points which you may want to keep in mind when planning and executing your own law-related education awareness workshop:

(1) Recruit district leadership for your initial workshops, with the intent that these people will provide a leadership cadre and further communications network for your project.

(2) Find out ahead of time what major questions/concerns may arise from your audience. Address them directly and positively.

(3) Be certain your audience recognizes the difference between law-related education and conventional civics courses.

(4) Provide sufficient time at the end of your program for questions and local considerations. Perhaps a forum of local educators and members of the bar might respond to questions from the audience.

(5) Don't save money on the awareness workshop. Get whatever in-kind support is available from supporting institutions, but, above all, find the most able legal and educational resources to assist.

(6) Prepare a program balanced with activities, substance, and local application.

(7) Have law-related education curriculum materials easily accessible for participants.

(8) Identify ongoing mechanisms for communication. In this project's case, awareness workshops are followed by intensive 11-week courses held jointly with the local university and participating school districts. Also, a network of already-trained teachers is available to assist districts with their own introductory programs. Whatever follow-up and long-term design your project has in mind, it should be clearly outlined at your awareness workshop.

(9) Participants should have no doubt as to the persons they may call for additional assistance and follow-up.

(10) Don't try to do too much. Remember the intent is to stimulate awareness and generate enthusiasm for moving ahead with the task. Don't expect that everyone will become experts on law-related education in one short workshop. By the same token, be wary of information overload. Select the few key things you wish to convey to your audience and work toward that end.

(11) Be certain all resource people have been fully oriented to the goals, content, and methods which will characterize your law-related education program. Perhaps a meeting of the whole group, followed up with individual communication, would be sufficient. It is imperative to keep track of what your resource people are planning to do, and for the most part they appreciate your guidance.

(12) Relax, if you can, and enjoy your program.

Teacher Education During the School Year: The Law in a Free Society In-Service Model

Charles N. Quigley and Richard C. Clarke

Since 1970, the Law in a Free Society (LFS) project has trained more than 4,000 teachers in 18 locations in California. In addition, the project has participated to a greater or lesser degree in supporting programs based on its model in 24 other states. The present in-service education programs are based on experiences dating from 1965, when the principal staff of the project conducted in-service education programs for the Committee on Civic Education at UCLA. Over the years, we have experimented with a variety of formats, such as summer institutes, week-end seminars, workshops, and weekly in-service training programs conducted in local school systems during the academic year. While experimentation continues, the current approach of weekly in-service training programs seems the most practical and effective means of meeting the objectives of the project.

The purpose of this article is to describe our approach and to offer suggestions for project directors considering adopting or adapting it. We hope the article may be of use as well to anyone considering conducting education programs reaching both elementary and secondary teachers or considering education programs making use of university faculty.

Before describing some of the essential characteristics of an effective in-service program based on this approach, and before considering some of the variations that are possible, it may be useful to briefly describe the LFS project.

Project Description and Background

Law in a Free Society is a civic education project of the State Bar of California, developed under funding primarily from the State Bar, the Office of Criminal Justice Planning, the Law Enforcement Assistance Administration, and the National Endowment for the Humanities. The project has developed a curriculum in civic and law-related education for students from kindergarten

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through the twelfth grade. The curriculum is based upon eight concepts: authority, justice, privacy, responsibility, participation, property, diversity, and freedom. Rather than focusing primarily on black letter law and formal institutions, the curriculum provides a conceptual framework for the analysis of specific social, political, and legal problems, thereby promoting a fuller understanding of the principles and values underlying the law and our constitutional democracy.

The LFS project uses a multi-dimensional approach to educational change. Teachers and other school personnel, because they work every day with students, are in the best position to promote and bring about change. It is also evident that many teachers, as well as educational administrators, have not had an adequate educational background to enable them to provide an effective program in civic and law-related education without substantive and methodological assistance from other professionals. In view of this, we designed a teacher education program to give teachers and other school and community personnel the knowledge and skills necessary to implement and support the curriculum. The in-service training programs provide both substantive instruction on our eight concepts and instruction in various teaching strategies. Generally, two concepts are dealt with each semester in the teacher training program. Thus, approximately two years are required to give the teacher both the subject matter background and the methodological skills which are necessary for the teacher to deal effectively with the curriculum.

What a Typical LFS In-Service Program Looks Like

Below we've provided a description of a five-week in-service unit on the concept of freedom. Because of space limitations, we have summarized sessions I and III; full outlines of the remaining three sessions are presented. Each of the sessions is about three hours long.

Session I

This session seeks to help teachers formulate a working definition of freedom; identify the constraints and restraints on freedom; and develop a questioning strategy likely to help students understand the range of constraints and restraints on freedom. We recommend that this session be led by a member of the local staff or a person from a local college in the department of philosophy or political science.

In this session, we recommend that teachers be divided into groups of three to five, and that they discuss selections from our casebook on freedom and develop key questions that will eventually be incorporated into a comprehensive questioning strategy which can be used to determine the nature of freedom. Then the entire class works together to eliminate redundancy and to sequence the questions so that they form a coherent ("socratic") questioning strategy. Finally, class members break up into grade level workshops (e.g., K-3, 4-6) and discuss how the methodology and content of the general session relates to the curriculum of the various grades and the needs, interests, and abilities of students in those grades.

Session II

(What are some attitudes toward freedom and some factors which may affect them?)

Objectives: Upon completion of the lesson, participants should be able to:

1. Identify and describe some common attitudes toward freedom;
2. Identify factors which affect attitudes toward freedom, with special attention to child development;
3. Evaluate the effects of various teacher and parent behaviors upon the developing attitudes of young people toward freedom;
4. Assess the use of the panel discussion as a teaching method;
5. Explain the interrelationship and use of the *Curriculum* and *Lesson Plan* books.

Required Reading: Freedom Casebook, Section II, pp. 47-71.

Materials Needed:

1. *Freedom Casebook, Lesson Plan*, and *Curriculum Guide.*
2. Chalkboard and chalk.

Instructional Personnel: Panel members selected for their familiarity with attitudes of youth toward freedom. These might include, for example, a psychologist, sociologist, political scientist, judge, juvenile officer, probation officer, police officer, teacher, parent, disaffected student, etc.; workshop leaders.

Content: The panel discussion focuses upon young peoples' attitudes toward freedom and factors which affect their view of freedom. Following the general session, grade level workshops will provide participants an opportunity to discuss the use of panels and examine the school environment, focusing upon factors which would enhance or retard the capacity of students to exercise freedom.

Teaching Procedures: General Session (1½ hr.)

Step 1: Using pages 47-71 of the *Freedom Casebook* as a guide, panel members comment individually on various attitudes and the factors which affect or shape these attributes.

Step 2: Panel members discuss issues raised.

Step 3: Participants question panel members and discuss the issues raised by them.

Step 4: Closing statements by panel members.

Grade Level Workshops (1½ hr.)

Step 1: Individually or in small groups the participants identify attitudes/factors within their school/classroom environments that affect students' capacity to exercise freedom.

Step 2. Factors which affect attitudes toward freedom are categorized under:

a. Factors over which the teacher has direct control (influence);
b. Factors over which the teacher does not have direct control (influence).

Step 3: Participants select one factor from category "a" and design a strategy which will enhance their students' capacity to exercise freedom.

Step 4: Participants share and discuss the strategy designed in Step 3 and make appropriate modifications.

Step 5: Participants should commit themselves to implementing the strategy during the following week and to providing a progress report during the next workshop.

Step 6: Explanation of the use of the *Lesson Plan* and *Curriculum Guide* books by workshop leaders.

Step 7: Discussion of the classroom use of various panel discussion formats.

Assignment Session III: Freedom Casebook, Part III, pp. 72-99; progress report on implementing strategy for enchancing students' capacity to exercise freedom.

Session III

(What are the benefits and costs of freedom?)

This session seeks to help teachers identify some of the possible benefits and costs of freedom and to identify situations where those benefits and costs might come into conflict. We recommend that it be taught by an historian, and that it focus on a number of historical events and trends which raise questions about the benefits and costs of freedom to individuals and to society. Among the events and trends that might be discussed are the elimination of slavery, the westward movement, the population explosion, urbanization, industrialization, military conscription, and the McCarthy era.

In grade level workshops for this session teachers could evaluate progress reports on strategies for enhancing students' capacity to exercise freedom and examine lesson plans which may have been written by participants (as well as the units in the *Lesson Plans* volume). They might also discuss ways of incorporating ideas about freedom into the regular curriculum.

Session IV

(What are the scope and limits of freedom?)

Objectives: Given a situation in which the scope and limits of freedom has become an issue, teachers should be able to:

1. Identify the individual group(s) or state(s) which might have a legitimate interest in the degree to which freedom exists;
2. Identify a reasonable range of alternatives for determining what should be the scope and limits of freedom (in the situation);
3. Hypothesize the probable range of consequences of the various alternatives suggested in terms of the probable benefits and costs to the individual(s), group(s) and/or state(s) involved;
4. Identify and describe the values underlying each alternative;
5. Decide what should be the scope and limits of freedom.

Required Reading:

1. *Freedom Casebook*, part IV, pp. 101-191.
2. *Freedom Curriculum Guide*, pp. 9-12.

Instructional Personnel: Local staff with the assistance of a member of the local bar association.

Content: This session provides teachers with opportunities to apply the analytic framework to the following cases:

1. *Griswold v. Connecticut* (p. 114)
2. *Griggs v. Duke Power Company* (p. 123)
3. *Lloyd Corporation v. Tanner* (p. 126)
4. *Miller v. Schoene* (p. 131)
5. *Tinker v. Des Moines Independent School District* (p. 135)
6. *New York Times v. United States; United States v. Washington Post* (p. 139)
7. *Sheppard v. Maxwell* (p. 141)

Teaching Procedures: General Session (1½ hrs.)

Step 1: Divide the class into 7 groups.

Step 2: Assign a different case to each group.

Step 3: Ask each group to (a) discuss the case in terms of the costs and benefits which would accrue to each of the involved parties should the case be decided in favor of each of the parties; (b) arrive at a decision comparing that decision to the one arrived at by presiding judge(s); and (c) prepare a presentation which will be made before the entire class.

Step 4: Request each group to report back to the class by having one member of the group summarize the case; another member present the argument for one side; a third member present the argument for the other side; and finally a fourth announce the group's decision and rationale.

Step 5: Allow time for class discussion between each case.

Step 6: Attempt to generalize from the various case reports a set of considerations which may be useful in determining the scope and limits of freedom.

Grade Level Workshops (1 hr.)

Step 1: Discuss the use of lesson plans which have been drawn from the *Lesson Plan* book or created by the teachers.

Step 2: Examine the lesson plans for scope/limits appropriate to the group's grade level.

Step 3: Discuss how this topic fits into the curriculum at each grade level.

Step 4: View any motion pictures, filmstrips, etc. which may be relevant.

Assignment, Session V: Freedom Casebook, pp. 151-191.

Session V

(*What should be the scope and limits of freedom?*)

Objectives: Upon completion of the lesson, participants should be able to:

1. Utilize a mock trial as a teaching strategy;
2. Apply the entire analytic framework to a situation which raises questions of freedom.

Required Reading: *Freedom Casebook*, pp. 151-191.

Resources Needed: Courtroom and jury rooms, or rooms which can serve this purpose.

Instructional Personnel: Attorneys, judge, local staff.

Content: Participants are provided an opportunity to participate in and observe a mock trial. Working closely with the local staff, the local bar association might present a mock trial on an issue of local interest and/or importance which raises questions concerning the exercise of freedom. The case on page 191 of the *Freedom Casebook* might be used if there is no appropriate local issue.

Teaching Procedures: *General Session* (3 hrs.)

Step 1: Advance preparation:

a. identify issue and relevant roles
b. select site (preferably a local courtroom)
c. provide for media coverage, if desirable
d. invite observers and/or participants (you may wish to include members of the local advisory panel).

Step 2: Administer post-test.

Step 3: Introduction of participants.

Step 4: Audience should be divided into juries (e.g., 5 or 10 juries of 12 members each).

Step 5: Conduct trial.

Step 6: Limited instructions to the juries.

Step 7: Jury deliberations.

Step 8: Verdicts rendered.

Step 9: Discussion of freedom issues raised.

Step 10: Discussion with the juries of the verdicts and the considerations used to arrive at their decisions.

Step 11: Discussion of the use of mock trials in the classroom.

As you can see, the in-service course is almost equally divided between subject matter and methodology. Whenever possible, we suggest that those responsible for imparting subject matter to teachers demonstrate methodologies which have proven successful with students, so that teachers can experience techniques which they will later use in their own classrooms. Lectures are an appropriate and effective means for presenting some subject matter, but other subject matter may require other techniques. We encourage case study, the socratic method, mock trials, simulations, and role plays of various institutional means of managing conflict.

A significant amount of in-service time is devoted to workshop sessions during which teachers focus upon using the methods and materials of the project, with suitable adaptations, in their classrooms. These sessions provide teachers with an opportunity to exchange ideas and to critique various aspects of the program under development. During the past year, for example, teachers participating in the in-service programs have been field testing multi-media student instructional units developed by LFS under a grant from the National Endowment for the Humanities. Teacher criticism of these materials has led to substantial revisions. In prior years, teachers also participated in developing and evaluating other project materials now used in in-service programs.

A variety of materials have been designed for programs conducted by the project. Teacher education materials related to each concept include: (1) a casebook (selected readings for teachers, designed to provide a broad background of the subject), (2) a curriculum (behavioral objectives on the subject for the development of lessons and materials for grades K-12), (3) lesson plans on the subject for use in kindergarten through twelfth grade, and (4) a course outline for the in-service training of teachers and other school personnel. Teacher education materials are available for all eight topics. Student multi-media units *On Authority* and *On Privacy* will be available in the fall of 1976, *On Responsibility* in the spring of 1977, and the other five by 1979.

Implementing the In-Service Model

Getting Started/Building Support

We generally seek to establish teacher education programs in communities where we have found interest among teachers and lawyers. For example, sometimes teachers attend our presentations at social studies conferences and want to explore the possibility of such a program operating in their schools. Others hear about the program from teachers in other areas of the state, or read about it in professional journals or newspapers. Sometimes lawyers will hear of the program through the state or local bar association and contact us about its availability. This suggests that an active program of informing the public about the program will win adherents from law and education, the two fields essential for the implementation of a law-related program.

Whether the impetus comes from a member of the bar or a member of the educational community, our next step is generally to arrange a meeting between key education personnel (e.g., the superintendent of schools, the assistant superintendent, the in-service director) and key lawyers (e.g., the president of the local bar, the chairperson of the youth and the law committee, a member who has shown great enthusiasm for the project). At this meeting, we explain the program and seek their support. We have found that our stature as a project of the state bar is most useful in opening doors and making this kind of meeting possible. We'd certainly recommend that you seek the active support of your state bar, state department of education, and any other organization with prestige in the legal and educational communities.

The next step is the establishment of a local advisory panel. It is generally composed of bar association members, school district administrators and teachers, and representatives of such groups as the bench, law enforcement agencies, district attorney's office, and the PTA. Such a panel brings varied resources and expertise to the program. It also supervises local project activities, provides quality control, provides contact with community groups and agencies, and consults on policies. This panel, with its varied representatives, helps legitimize project activities.

Putting Together a Leadership Team

The next step is to establish a small working group (a steering committee or leadership team) which has the primary responsibility for initiating and controlling local project activities. It is most desirable that this group include an educator who will serve as overall coordinator for the program during the academic year, a representative of a local bar association who will coordinate the activities of the bar in the community, and a professor of education, political science, law, or philosophy from a local institution of higher learning.

The key person on this group is the area coordinator, because he or she will be the primary administrator of the project. Generally, this person should represent the field of education, rather than law, because the tasks require someone familiar with the workings of in-service programs and someone conversant with educators. Generally, we have found that social studies supervisors work out well as area coordinators. They generally know the teachers in their system, have ample time to administer the program, and have access to a secretary and other clerical support. However, a good teacher with enthusiasm and energy will also be able to serve effectively as a coordinator. The essential requirements are interest in the program and an ability to learn. Close familiarity with this program, or with citizenship education generally, is not a necessity, since we will be able to train leaders and give them the required background.

Training the Leadership Team

In all fairness, we must begin by acknowledging that the members of the local in-service training teams often train the staff of LFS. For example, many of the California teams have been working with the project for 11 years. These people frequently have considerable experience in the subject matter and methods required by the program, as well as in the design and administration of pre- and in-service courses for teachers. To a considerable degree, the design of the program has been a result of the efforts and experiences of these people.

When a new area becomes a part of the in-service training program of the project, we make a real effort to provide top quality assistance. If there is an existing Law in a Free Society in-service program near by, we will suggest that the leadership team take one of its courses as a means of familiarizing itself with the program. Our major training occurs at a special leadership training meeting held every year during August. This meeting is attended by teams having primary responsibility for the in-service education programs during the academic year.

In addition to the August leadership training meeting, local leadership groups usually meet with project staff from two to three times during the academic year. We recommend that, whenever possible, all teacher education programs provide some form of ongoing support.

We should point out that our staff is not directive, but rather works very closely with local leadership teams in cooperatively planning in-service programs. Both at the August meeting and throughout the academic year, LFS staff and the local leadership team function as partners. LFS provides the leadership teams with the recommended courses of study and materials for in-service training, but each local team is encouraged to modify the course to serve local needs. For example, we may suggest one kind of case to illustrate a point, but the local team may substitute a case having more relevance to the local community. And one or two whole sessions of the program are left deliberately unstructured, so that the local team will have very wide latitude in developing programs to fit local needs and interests. For example, session five of the unit on freedom (see above) suggests that a mock trial be conducted, but doesn't specify its substance. This enables the local teams to have full control over an important aspect of the program, and gives them important experience in a technique that is central to law-related education.

Finally, we should point out that experienced teams are tremendously valuable in training the new teams. They meet with new teams at our August leadership training session, and experienced coordinators meet two or three other times during the year with the leadership of new teams. At the August workshop and subsequent meetings during the academic year, coordinators share their most successful in-service experiences, problems common to their areas and programs, ideas for resources to improve their programs, and suggestions for modifying programs. We feel that this sort of peer teaching/counseling is vital, and we would strongly recommend that directors of other teacher education projects avail themselves, wherever possible, of the help of existing leaders in training persons new to the program.

The Local Staff

Selecting and training the staff which will offer the program is primarily the responsibility of the local leadership team, with the consultation and assistance of LFS staff. Two types of persons are recommended to provide the substantive portion of the workshops. First, scholars from local institutions of higher learning with appropriate background in the required subject matter (e.g., political science, law, philosophy). Second, representatives of community groups and agencies with first-hand experience in civic affairs (e.g., members of the bar, law enforcement personnel, local government personnel, members of local interest groups). The educational portion of the workshop is often the responsibility of school personnel experienced in the implementation of LFS or similar programs in classrooms from kindergarten through twelfth grade. Teachers are often divided into four grade level groups (K-3, 4-6, 7-9, 10-12) and work under the leadership of a person with experience at their grade levels. These leaders are usually teachers. We don't necessarily require that they have had experience with our model, but we do look for energy, enthusiasm, and the ability to learn. We've also found that professors of education who are generally familiar with a wide variety of appropriate teaching methods can contribute greatly to the educational portion of the workshop.

Questions About the In-Service Model

Persons interested in implementing in-service training programs based upon the LFS model have raised a number of significant questions about other aspects of our efforts. Those more commonly asked, with our responses, follow.

1. Who should be included as participants?

Although we have focused primarily on elementary teachers and social science and humanities teachers at the secondary level, teachers from other curriculum areas at the secondary level have often enrolled in the course, as have school administrators and community members. Since the content of the curriculum deals with the fundamentals of a rule of law and with political systems, particularly constitutional democracies, many teachers find the courses useful, regardless of their particular curriculum responsibility. We recommend that other in-service courses around the country explore making their programs available to a broad range of teachers.

In a number of instances, community members have requested the course as a result of interest in the substance and methods of the program, and for their own benefit as citizens. There have been continual requests for additional courses using project materials designed specifically for the community. As yet, we have not met these requests due to our limited resources, but plan to in the near future. Other project developers may wish to explore the possibility of adapting their program for members of the general community.

2. What criteria are used for selecting participants for the in-service training programs?

During the developmental phase of the project, we have emphasized the recruitment of teachers who volunteer for the program and who have the active support of their school and district administrators. We have found it desirable, particularly when the program is first initiated in a school system, to recruit at least two teachers from a school, and if possible, an administrator from the same school. It is particularly useful to have more than one member of the faculty participating in the program to allow for an exchange of ideas and mutual support for innovation. Administrative support for the program may further some of the broader objectives of the project, which might require modifications of the school environment.

3. How are teachers recruited for the in-service training program?

There have been varied practices for recruiting teachers in the many areas participating in our program. Educators who supervise the program at the local level are responsible for recruitment, and use a variety of means to solicit enrollments, including presentations at teachers' meetings, local social science association meetings, and faculty meetings. Additionally, fliers advertising the courses are circulated through school systems. In some areas the program has been conducted for as long as 11 years. Here, word of mouth plays a large part.

There are various incentives for teachers to take the courses. The courses offer low cost university credit, enabling teachers to advance on district salary scales. Some incentives offered by participating school systems have included release time for teachers enrolling in the course, subsidy for tuition fees, one-time-only stipends to teachers at the top of the salary scale for enrolling in the course, and a variety of other benefits.

On a recent survey, teachers who have participated in courses over the past six years indicated a number of reasons for having enrolled. While a significant percentage of teachers enrolled for the inexpensive university credit offered, three times as many indicated that they had enrolled because of interest in the subject matter. This suggests that quality of program is the strongest inducement, and that a reputation for quality is the best advertisement.

4. Why and how do you train K-12 teachers together?

Our practice of combining elementary and secondary teachers in the same in-service training course has evolved as the result of requests from the participants. Teachers indicated that they had few other opportunities to communicate with colleagues at other grade levels, and that being together helped with the articulation of the curriculum for students.

Training K-12 teachers together also reduces the cost of providing instruction in subject matter. Clearly, all teachers can benefit from a broad background in this subject matter, whether they are teaching kindergarten or twelfth grade, and it makes little sense to offer subject matter to elementary teachers which differs from that offered to secondary teachers.

The teachers are normally separated into groups of K-3, 4-6, 7-9, and 10-12 grade levels during workshops to discuss the specifics of implementing programs in their classrooms. However, even when dealing with methodology, there are many times when teachers feel it productive to meet together to discuss how various strategies might be used with students of different ages and levels of maturity.

5. When and where are sessions held?

In the past our courses were held at the University of California, Los Angeles or on the campuses of other colleges and institutions of higher learning in the state of California. Although this pattern still exists in some areas of the state, most courses are now held in school buildings in participating school districts. These locations are much more convenient for participating teachers since transportation distances are usually shorter and parking is readily available. Additionally, school systems often provide the facilities at no cost. Circumstances will differ from district to district, but we believe that program developers will generally find that these facilities work out well.

Although courses have been held on weekends and holidays and during the school day, most courses are held on Tuesday, Wednesday, or Thursday during the afternoon or evening. If teachers have long distances to travel, courses are often better held in the evening, allowing the necessary travel time.

6. How do we avoid political bias?

Projects attempting to educate students about law, government, and citizenship inevitably run the risk of presenting a politically biased curriculum, or of being perceived to be biased. We believe that we have successfully avoided this pitfall, and, since California is fairly representative of the political spectrum of the country as a whole, we feel that the techniques we have evolved to avoid political bias might well be successful elsewhere.

It is the policy of the project to provide a well balanced approach to the discussion of civic and legal matters. Considerable care is taken in the development of materials, guidelines for teacher education, and outlines for in-service sessions to avoid bias. The need for maintaining an even-handed treatment of the subject matter is continually emphasized in the teacher's guides and in all leadership training sessions.

The greatest antidote to bias is the competence of skilled area coordinators. In avoiding bias, coordinators are greatly assisted by the local advisory panels composed of representatives of bar associations, barristers' associations, law enforcement agencies, and other interested community groups and individuals. These panels can help shape the program to fit the needs and interests of the community, and they can serve to explain the program to the community.

This mix of project policy, competent individual leadership, and a cross-section of persons from various groups on advisory and policy-making bodies has resulted in an approach to teacher education, curriculum development, and implementation which has brought out project broad support from across the political spectrum in California. Groups and individuals with very different political leanings have perceived that the project presents difficult issues and questions for student analysis, but that its program and materials are free of bias and indoctrination.

7. How much does the program cost?

(NOTE: The following budget is a sample budget for a representative program of two 30-hour courses[fall and spring], with 25-100 teachers enrolled in each course. The estimate does not include the cost of unit credits. It is intended mainly as a guide to what items should be included, how costs should be calculated, and how much money is required to conduct such a program. Costs will vary with the unique needs of each program.)

I. Personnel		
A. Project director ($1,000 per semester)		2,000
B. Secretarial assistance ($3.50/hr. x 70 hrs.)		245
C. Workshop leaders (4 people x $25/session x 20 sessions per year)		2,000
D. Guest lecturers and instructors ($50/session x 20 sessions per year)		1,000
	Subtotal	5,245
II. Travel		
Round trip airfare and 5 days per diem for out-of-state consultant.		500
III. Consultants and Contracted Services		
A. Consultant from the Law in a Free Society Project (5 days x $100 per day)		500
B. Services contracted for data processing and analysis in the evaluation of the program		1,000
	Subtotal	1,500
IV. Supplies and Expenses		
A. Office supplies, duplicating, mailing, telephone and other miscellaneous		300
B. Instructional materials (based on the cost of Law in a Free Society teacher education materials--50 copies of each of 4 concept packages x $8.80 each)		1,760
	Subtotal	2,060
	TOTAL	9,305

Many local projects are conducted for considerably less. For example, projects relying upon volunteer and in-kind services of participating individuals and groups have required less money. In addition, we have devoted considerable effort to providing guidelines on all aspects of the program, so interested school systems can replicate it with normally available resources and without extensive assistance from the central staff of the project.

Even so, funding is necessary for many project costs. Funds are needed for materials, for course credit from colleges or universities, for instructors, and for the administration of the teacher education course. Where will this money come from? Some funds may be available from the budget of local school systems, but in the initial stages of the program, some outside funding is usually necessary. Such funds are most often granted by local bar associations, local law enforcement agencies, private foundations, and local and state governmental agencies. In addition, teachers' enrollment fees may not only provide credit and pay for materials, but might defray all or much of the cost of the program.

Assistance from our project for the organization of local programs, staff development, and evaluation is available at normal rates for consulting time, travel, and per diem. Additional information about such assistance, as well as information about the project's teacher and student materials, can be obtained by writing to Richard C. Clarke at the project offices.

Conclusion

The Law in a Free Society teacher education program has been based upon a conceptual approach to civic education, as developed in our teacher and student materials. Nonetheless, we feel that many aspects of our teacher education programs—their linkage to local universities and community groups, their audience of K-12 teachers, their emphasis on educating teachers during the school year—might be useful to projects with somewhat different approaches. We hope this article has not only provided some insights into our program, but served that purpose as well.

Training Teachers During the School Year

Keith Birkes

The Missouri statewide law-related education program has been in existence for more than five years now, and has provided in-service education to more than 3,000 Missouri teachers, so that teachers, in cooperation with local lawyers, may conduct this program successfully in the schools. Our in-service courses, offered in as many as 30 localities throughout the state through the extension division of the University of Missouri-Columbia, are an example of teacher education programs which meet once a week for a period of weeks during the school year. My basic purpose is to discuss this approach to teacher education and to provide some tips that I hope will help you develop a successful program of your own.

I have another purpose as well. The Missouri project has benefited from the strong commitment of three key institutions: the state bar, the state department of education, and the state university's education faculty and extension service. We believe that this support has been crucial to our success, and I'll try to describe a bit of this cooperative effort for readers who may wish the benefit of our experience.

Program Focus

For Students:

(1) To develop insights into how the law works to meet human needs.
(2) To show how law works to protect the rights of individuals.
(3) To demonstrate relationships between rights and responsibilities.
(4) To increase understanding of how laws and interpretations of law change to meet the needs of a changing social order.
(5) To evaluate specific laws and consider alternatives.

For Teachers:

(1) To provide sound information on how the legal system operates.

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(2) To assist in developing curriculum materials suitable for attaining the purposes of the project.

(3) To help discover and use methods and strategies that will challenge students and result in learning that goes beyond the mere acquisition of information.

Program Content

The basic content of this program combines general understanding of the law and its role in society with a practical understanding of how law works in the daily lives of citizens.

The main topics of the Missouri program include: "Why the Law," "How the Law Develops," "How the Law Works," "The Court System," "Major Supreme Court Decisions and Their Impact on U.S. History," "The Philosophy and Procedures of the Juvenile Court," "Due Process of Law," "The Bill of Rights in Criminal Cases," and "The Bill of Rights and Individual Civil Liberties."

These topics were identified by both Missouri educators and Missouri lawyers as being important to a basic understanding of law as it affects the rights and responsibilities of citizenship in American society. The program is committed to an understanding of these topics in both a philosophical and practical sense.

For each topic, we have developed objectives spelling out what we hope students will learn. For example, objectives for the topic "Why the Law," include (1) helping students understand such questions as what are laws (rules)? why are laws (rules) needed? how do laws (rules) affect our lives? why is it necessary to have people to interpret laws? and how is law like or unlike rules? and (2) helping them understand how human relationships are affected by law (e.g., relationships between husband and wife, parent and child, student and teacher, buyer and seller, etc.). Notice that these seek to improve youngsters' understanding of both the reasons behind laws and rules and some of their practical applications. Simply understanding what rights citizens have or knowing how specific laws apply in specific cases is not a comprehensive law-focused education program. Equally important is the need for understanding the rationale behind a law and an understanding of how a specific law relates to the Constitution and the rights of others.

TEACHER EDUCATION

The Decision to Offer Programs Once a Week During the School Year

Having created our objectives and developed our basic course outline, we were faced with deciding which format to choose for delivering the program to teachers: We chose the format of offering a course one evening a week during the school year. This seemed best for several reasons. Offering the course during the school year enables participants to try out lessons and ideas while the course is in progress. They can get help on specific problems from the resource leaders of the workshop, and can share notes and compare experiences with their classmates as well. In addition, we found that evening hours work out best for attorneys. Attorneys are essential to the success of our course, since they serve as resource persons on points of law for each of our topics. If the course were scheduled during the normal working day, they would find it difficult to attend. Also, evenings work out best for teachers. They have a lot of demands on their free time during the school year, and we have found that they can afford to give up an evening more readily than part of their weekend. (Normally, they don't want to give up more than one night a week.)

We were fortunate in having the ideal vehicle for this course, the extension system of the University of Missouri-Columbia. This system puts on courses each semester throughout the state. The courses generally meet in public school buildings. (These buildings provide good facilities at little or no cost.) As I mentioned earlier, our course is offered at as many as 30 locations around the state. It is offered both semesters of the school year.

What A Typical Session Might Look Like

We try to cover each of our nine topics in a single 2½ hour session. That means there are nine sessions (one a week for nine weeks). We often add an organizational meeting prior to the first session, at which materials are distributed and the rationale of the course explained.

Each of the courses operates somewhat differently, and within each course each session will differ somewhat depending on its subject matter, the questions teachers ask, and the presentation of the volunteer attorney. However, the recommended schedule on the next page will give you a pretty good idea of how the time might be allotted.

Let's look at what a session might consist of. The third of our topics seeks to expand and clarify students' conceptions of how the law works. It seeks to help students suggest fair ways to resolve disputes, know the differences between civil and criminal cases (and know typical procedures in each type of case), know certain fundamental terms ("judge," "jury," "preliminary hearing," "trial," "sentencing," etc.), understand how the adversary system should, ideally, result in just decisions, and explain why it sometimes falls short of the ideal. This topic also seeks to prepare students to assume roles in mock trials and to describe situations in which persons would need the services of an attorney.

The guest attorney handling this topic might start by describing the structure of the court system and explaining what sort of cases are tried in the various state or federal courts. From there, he might go into the distinction between civil and criminal cases, and discuss the nature of the adversary system. (Who has the burden of proof? What exactly are the roles of the judge and the jury?) An attorney can explain this sort of information rather quickly. Then, by responding to questions from teachers, he can impart a rather complete basic knowledge in a relatively brief period of time.

The methodological portion of this session could focus on any number of techniques. Mock trials are a natural, as are activities to help students make the connection between resolving disputes in their own lives and the way the law resolves disputes. As the recommended schedule shows, we give teachers a lot of time to work together to devise strategies. This allows teachers to bring their years of experience to bear on the problem of conveying legal information to youngsters, and encourages a sense of shared purpose. It makes teachers feel like true participants.

In addition, this flexibility enables teachers to work closely with others from their grade level. The Missouri program reaches teachers K-12, and no set of

Recommended Schedule

("typical" class 7:00-9:30 p.m.)

7:00-7:10 Instructor comments, directions, summary of preceding session, and introduction of topic, objectives, and guests for session.

7:10-7:40 Videotapes (optional). May be preceded by rationale for use and availability of tapes for classroom use, cost, procedure, and information about how tapes are related to topic for session.

7:40-8:25 Attorney presentation. Lawyers should be made aware that teachers have been assigned readings on the topic in advance and that an informal discussion based upon relevant questions appears to be most effective; however, the wishes of the attorney will be respected. Control over the time is vital if desirable balance and variety of activity in the course is to be achieved.

8:25-8:35 Break

8:35-9:25 Methodology. Since this should be approximately one hour, it may be used in various ways. An example would be:

- 10 minutes--Instructor
- 30-40 minutes--Small group activity on strategies and precise planning. Teachers should be given an opportunity to discuss ideas, teaching strategies, classroom projects, etc., by grade, function, or organizational level. Substantive reports and/or products should be required from most small group meetings.

9:25-9:30 *Feedback; summary; distribution of topical outlines, materials, or assignment information for the next sessions.

*A checklist with open-ended questions relative to representative session activity is suggested.

materials or group of activities is appropriate for all ages. Therefore, teachers must use this portion of the workshop to determine which strategies, materials, and approaches are best for their students. I'd recommend that your format be equally flexible, since it's essential that the teachers being trained have the opportunity to ask questions and exchange information about every subject and technique that interests them.

How the Program Has Evolved

Our basic course was developed very carefully, with a lot of pilot testing of ideas and materials. As a result, the course has done the job we intended, and we haven't made many changes. In fact, the biggest change in our program is a testament to the success of the course. Many teachers and administrators were turned on by the course and wanted to know more about law and the legal process. As a result, we have begun a second, somewhat more sophisticated law course for educators.

This course had its genesis in a workshop conducted in the summer of 1975. Twelve persons attended, including attorneys, teachers, faculty members from the University of Missouri's School of Education, and representatives of the Missouri Department of Elementary and Secondary Education. This group decided that the new course would have the same basic format—once-a-week meetings during the school semester—and would cover the same nine topics. The difference would be that attorneys would lecture less and get more deeply involved in explaining/briefing cases with participants. As a result, the course contains more substantive law, and treats more sophisticated issues.

DEVELOPING YOUR OWN PROGRAM

Although a major element of Missouri's program is its statewide scope and the cooperation of state organizations such as the state bar and the state department of education, this is not to say that local programs cannot be successful. Quite the contrary; adaptation at the local level is not only possible but desirable. Locally organized law-focused education programs can make real contributions toward filling the void in law-related education. Here are some tips that may help you develop a state or local law program.

Recognize Your Limitations

As a first step in developing a program to educate teachers about the law, you must recognize that such a course cannot and should not attempt to teach law, but rather it should inform about the law and how the legal system operates. A basic understanding of the law can be mastered rather quickly; however, in-depth knowledge cannot be obtained in such a brief period. An example would be in developing an understanding of freedom of the press. First Amendment privileges are readily understandable, but an in-depth knowledge about exactly at what point a free press may be engaging in pornography or libel is a technical matter which would require in-depth study. For this reason it is important not to get bogged down in the specifics of any one area of the law, but rather to communicate the general principles of the operation of the legal system.

Get Your Attorneys Involved

As I mentioned earlier, your attorneys, either individually or through their state or local bar association, must be consulted and be a part of your planning from the beginning, because they can provide the substantive portions of your law-focused program. In Missouri, lawyers were helpful at every stage. Initially, a group of 50 lawyers suggested areas of law and legal process which they felt all citizens should know. (This list was combined with a similar list prepared by 50 educators to form the topics and objectives of our course.) Lawyers were instrumental in training the teachers in our pilot programs, in which our basic course was developed and refined. And lawyers helped create our new, advanced course.

In Missouri, nearly 1,000 attorneys have volunteered their time to teach about the law in in-service courses and in the classroom. This is a very impressive figure, and indicates the concern the legal profession has for educating the public about the law.

The role of the attorney should be to come into the classroom or in-service course and in an hour present the necessary general information about a given topic. In Missouri we have found that it is most useful to provide the participating attorneys with an outline of the topic they are asked to talk about. Providing this information to the attorneys makes them more comfortable in knowing what to include in their discussion. It also insures some degree of uniformity in presentations of the same topic by different attorneys. (A teacher's version of these outlines is given to all educators enrolled in the course, enabling them to think about the key issues before the attorney's presentation.) The outlines are not rigid, but rather provide (in approximately six to ten pages) an indication of the key issues in each area. Attorneys have plenty of opportunity to inject their own experiences and opinions, and in fact they are encouraged to provide anecdotes, talk about cases they have participated in, and otherwise personalize the material.

Should you decide to prepare similar outlines for the attorneys participating in your program, I'd recommend that you assign portions of it to attorneys who serve on your advisory board. If you do not have an advisory board, you might assign parts of the outline to attorneys who have demonstrated enthusiasm for the program and have had some experience with it. Their draft chapters should then be synthesized by an attorney or group of attorneys thoroughly familiar with the project. It is important that the outlines not be too sketchy, but it is even more important that they not be so detailed as to encourage attorneys merely to lecture. We have found that attorneys' presentations must be relaxed to be effective, and must encourage teachers to ask questions.

These outlines provide the principal orientation for the hundreds of attorneys participating in the program each year. In the past, we have conducted one-day orientation sessions for some of the lawyers participating in the program. If you conduct such sessions, it's a good idea to coordinate them with meetings of bar associations, since many of the lawyers you want to reach will be available because of the bar association meeting. As your program becomes established, and most of the lawyers participating in it have had some experience, these orientation sessions will become less important.

The Missouri Bar has the responsibility of working with local bar associations in recruiting and training the lawyers participating in the program. Indeed, one of The Missouri Bar's staff members is full time on the project, and another devotes a portion of his time to the project. Generally, we work closely with presidents of local bar associations. For example, when we find out that a course is to be offered in a given area, our first step is to contact the president, explain the program to him, and ask his cooperation. It is almost always forthcoming. We send him literature on the program, the attorneys' outlines, and other introductory information. He then locates attorneys whom he thinks would be particularly good for each topic and asks them to cooperate. Attorneys are almost always glad to comply. Generally, we seek to involve a different attorney for each of the topics under discussion. This provides different perspectives for the teachers, and doesn't overwork any single attorney.

I would recommend that, whatever the nature of your program, you seek to involve a wide variety of lawyers. Also, I'd strongly recommend that you involve your bar association heavily in all activities in which lawyers play an important role.

The Methodology Component

As I previously mentioned, it is important to educate teachers on how to communicate their newly gained information about the law and the legal system to their students. This part of the course is best handled by one who is skilled in methods of teaching. This person can be a professor of education or an experienced classroom teacher.

In Missouri, we have found it advantageous to train professors and others interested in teaching in the teacher education program. Generally, their training involves them in taking our basic course, so that they learn not only about the law, but about teaching techniques that have been developed specifically for law-focused education. In addition, we have developed a comprehensive curriculum guide for law-focused education which is most valuable in training instructors of the teacher education course. This curriculum guide is the basic text for the course itself, a teaching resource providing valuable insights into proven techniques for law-related education.

This guide was developed through the teacher education program. It had its genesis in our early teacher education workshops in 1971 and 1972. Subsequent to these workshops, teachers were asked to test the materials and methods in their classrooms, and, at the end of the year, to submit reports concerning their successes and failures. They were also asked to evaluate law-related materials. Following the compilation of these reports, a committee of teachers created our first curriculum guides. In the summer of 1975, a committee of educators created a new, expanded curriculum guide. This guide contains 96 objectives and 218 activities appropriate to a variety of subject areas and grade levels.

This guide provides a good example of the range of resources committed to our program. Teachers from many grade levels and subject areas had a hand in it, as did members of university education faculties. Dr. Warren Solomon, a curriculum specialist with the Missouri Department of Elementary and Secondary Education, has principal responsibility for the curriculum guide. He is a member of the Advisory Commission of the statewide program. In addition, the state department of education has assigned him to devote half of his time to project activities.

I would unequivocally recommend that you tie curriculum development to teacher education. It is a way of securing some excellent "home grown" materials and activities and of giving recognition to the teachers who created them. If at all possible, try to win the cooperation of your state's or your district's curriculum specialists. They can provide resources and expertise that can greatly benefit curriculum development.

The methodological component of the in-service courses offered through the University of Missouri-Columbia extension service is the responsibility of two members of the university's School of Education, Dr. Carl Ferhle and Dr. John McCarthy. Dr. McCarthy devotes all of his time to the program. The strong involvement of the School of Education has contributed a great deal to the success of our program.

Involving Colleges and Universities

If there is a college or a university in your vicinity, or if you have access to the extension services of a college or university, there are certain advantages to having your law-related education course offered by such an institution.

A college has readily available professors knowledgeable in education methods, and also has the facilities and means by which to attract students to such a course. This may be to the advantage of enrolling teachers, in that continuing professional education will frequently advance a teacher on salary schedules or count as work toward an advanced degree. In Missouri all of our courses have been handled through established colleges and universities. Most have been through the University of Missouri-Columbia, but now we are involving a number of the institutions in both pre- and in-service versions of our courses. We try to involve colleges and universities by pointing out that law-focused courses (1) are popular with undergraduate students and teachers in service and (2) fill a vital educational need. Once colleges and universities try out the course and find that it attracts a substantial number of students, they generally will continue to offer it.

If for some reason you can't get a college involved you may be able to attract a professor who would be willing to lead such a class, or the enrolling teachers themselves might handle the methodology portion of the course in a workshop format. Such a workshop might provide a forum for open discussion of how the teachers could communicate their new knowledge to their students.

Materials

There are so many publications dealing with the law and teaching about the law that I hesitate to name any; however, I would say the American Bar Association's booklet, "Law and the Courts," is an excellent resource. It is also very likely that your state bar could provide some relevant material.

Our program in Missouri uses several publications which have been developed specially for our course, including the curriculum guide (K-12) and lawyers' outlines previously mentioned. Other materials are also selectively used by different instructors. Should you like a listing of the materials used in Missouri, as well as a complete bibliography of law-focused education material available, you may obtain this information by writing The Missouri Bar, 326 Monroe, Jefferson City, Missouri 65101.

Budgeting and Funding Sources

As I'm sure you have gathered, the amount of money involved in presenting a law-focused education course will vary according to the way it has been organized. Assuming the course is not offered through a college or university, and an instructor is not being paid to teach methodology, the only costs will be for acquisition of text materials.

Should you determine the best way to offer your course is through a college or university, of course, tuition will be a concern. Tuition can most easily be paid by each teacher enrolling in the course. The payment of tuition, however, will discourage a certain number of teachers from enrolling in such a course. Accordingly, to reach a significant number of teachers, it may be advantageous to in some manner reduce the amount of tuition which must be paid by the teacher.

One possible source of financial assistance, either in the form of subsidizing tuition or helping to provide an instructor, will be individual school districts. In Missouri we have found that some school districts budget funds for the continuing education of their teachers. If they can be made aware of the need for law-focused education, then financial help may be available.

Another source of funds is the Law Enforcement Assistance Administration. Our program has received several grants from this source. This is a large federal agency which provides funds to states and local communities to help reduce crime. A law-focused education program easily fits under necessary guidelines for funding from LEAA, in that through a better understanding of the law, attitudes will be improved regarding the law, and necessary changes in our legal system can be worked for constructively. The end result is that a citizen informed about his legal rights and responsibilities can help improve the criminal justice system rather than just criticize it from an uninformed viewpoint.

Each state has a state planning agency which receives applications for funding assistance from projects which are statewide in scope. If you are developing a local law-focused education program, you will want to contact your local office of LEAA. Most states are divided into regional planning areas and projects affecting a region will make application through their regional office.

Conclusion

Because of the ever increasing effect which the law has on all our lives, the demand for information regarding our rights and responsibilities under the law can only increase. Teachers are beginning to feel the need to provide accurate information about the law, but they can do so only if they themselves have been educated.

Given this need, such a valuable source of information as our attorneys should not be overlooked, but rather we should encourage them to communicate their knowledge to teachers who in turn may inform their students. The Missouri program has developed a teacher education program designed to involve as many lawyers as possible. Moreover, lawyers have been involved in every aspect of the program, from course design to curriculum development. I hope in this article I've been able to give you some insights into our program, as well as some ideas that will help you design a successful program of your own.

Teacher Education on a Limited Budget: The One Week Summer Institute Model

Ronald A. Gerlach

The Need for Economy as well as for Effectiveness

Near the onset of most law studies education projects concerned with teacher education, program planners and administrators must decide which training model or models to adopt. In theory, the alternatives that are open to a program are many and varied. In practice, however, the number of options that are feasible for an individual project may dwindle significantly. With limited financial resources, a law studies project intending to engage in teacher education may well be faced with the problem of selecting a teacher education model that will provide it with an effective program at an affordable cost.

In this article, New York State's Law, Youth and Citizenship Program is described. In essence, the New York experience suggests one way in which the concern for program effectiveness can be combined with the need for program economy to produce a highly successful initial training effort for social studies teachers.

Law, Youth and Citizenship . . . Program Goals

After co-sponsoring two summer institute programs in 1974, the New York State Bar Association and the New York State Education Department began to plan, organize, and implement a statewide program in law studies education. This program was entitled Law, Youth and Citizenship. It was designed to

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encourage teaching about the law in schools throughout New York State and thereby help to foster better understanding of and greater confidence in our legal system among teachers and students alike.

More specifically, the program was to:

- Promote the development of law studies programs in local communities and schools throughout the state;
- Coordinate these programs by facilitating communication among interested groups; and
- Encourage the most effective use of available resources while discouraging any wasteful duplication of effort.

Over a period of several years, the Law, Youth and Citizenship Program was to work toward accomplishing the following tasks:

- To establish a series of regional centers throughout the state for promoting law studies education programs in the schools. Enough centers were to be ultimately established to provide comprehensive coverage of all geographical areas in the state.
- To offer, through each regional center, a series of teacher education workshops and institutes in law studies education. These training programs were to eventually involve three groups of social studies instructors:
    - Teachers of elementary school social studies
    - Teachers of American history courses
    - Teachers of civics, problems of democracy, and other law-related courses
- To provide a continual and varied schedule of activities aimed at promoting law content and legal concepts in classrooms throughout the state. As a result, the program was not to restrict itself merely to summer workshops and projects, but was to ultimately schedule activities during the entire school year.

The Decision to Conduct One Week Training Programs

As you can see, we had ambitious goals. Unfortunately, we didn't have equally expansive funding. Through the New York State Bar Association and its Committee on Citizenship Education, we had funding of $33,000. Not all of this could be made available to the teacher education institutes, however, since we wanted to maintain a presence and provide follow-up service during the year.

In effect, then, we were limited to around $20,000 for our teacher education program. This money would have to be stretched to cover several workshops, because we felt that we would have to offer workshops in various areas of the state if we were to be even minimally a statewide program. At the same time, we wanted to go beyond an awareness program and give teachers something that they could actually implement in the coming school year. After studying several options, we decided that one week summer workshops met our pedagogical needs at a price we could afford.

Teacher Training . . . Summer 1975

During the summer of 1975, the Law, Youth and Citizenship Program sponsored and funded five institutes for secondary social studies teachers interested in teaching about the law.

We wanted to choose areas scattered throughout the state. In addition, we wanted to select areas which had high crime rates, since we hoped to interest the state LEAA agency in funding our subsequent efforts. Accordingly, our first summer institutes were held at the following five locations:

#1. Western New York/Buffalo
#2. Central New York/Syracuse
#3. Capitol District/Albany/Rensselaer
#4. New York City
#5. Finger Lakes/Ithaca

A total of 110 junior or senior high school social studies teachers attended the institutes. These participants represented some 35 school districts. We were most pleased by the number of school districts represented, but we did fall short of our goal of involving a large number of teachers from high-crime urban areas. In our upstate programs, most teachers came from the suburbs, rather than from the inner city. Only in New York City did we attract a large number from the core city.

Each 1975 summer institute was scheduled to be conducted over a period of five and one half days: Monday through Friday from 9:00 a.m. to 4 or 4:30 p.m., and Saturday from 9:00 a.m. to 12:30 p.m.

What Each Institute Sought to Accomplish

Each of the one week summer institutes was designed to provide the participants with an opportunity to:

- Study selected aspects of the law that were directly related to what could be taught in their classrooms;
- Examine a wide range of modes of instruction and curriculum materials that could be used in teaching about the law and our legal system;

- Participate in field experiences that involved the actual operation of various legal institutions and agencies;
- Learn how to use law resource personnel such as police officers, attorneys, and corrections officers within their classrooms;
- Reflect upon their own attitudes and values regarding the law and our legal system; and
- Help in the planning and development of future in-service programs, as well as courses of study for their own schools.

These institute programs were *not* intended to be comprehensive in scope. Rather, they were designed to provide the participants with a cursory survey of and brief introduction to the field of law studies education; to stimulate further independent action by the participants; and to serve as a foundation for further training of the participants at some future date. (This commitment to the further training of teachers is reflected in the state program's follow-up activities and its "pilot" advanced training institute held at Cornell University in 1975.)

The Institutes' Components

Each of the 1975 summer institutes tended to include three different kinds of activities: (1) substantive law presentations by experts and practitioners in the field of criminal justice; (2) education workshops centering on demonstration lessons and the critical examination of commercially published curriculum materials; and (3) law-related field experiences.[1]

The substantive law presentations tended to center on the examination of two main topics: (1) the nature of law: its necessity, purpose, functions, and limitations and (2) the criminal justice system: its institutions, participants, processes, and controversies. We chose the first of these areas because we thought it vital to any law studies program. We chose the second because we knew that teachers and their students would be interested in it and because we wanted to demonstrate to the state LEAA agency that the criminal justice system could be effectively taught in the schools. If time permitted, we did a little with consumer law to indicate that teachers could integrate many areas besides criminal law into the curriculum.

In education workshops, we demonstrated the following instructional techniques:

- The case method approach to instruction
- The use of role play, simulations, games
- Value clarification
- Visual analysis exercises (a structured approach to relevant cartoons and drawings)
- Use of audio-visuals
- The use of community resources

In addition, we used the education workshop sessions to review and critique a wide variety of law-related curriculum materials which we had distributed to participants.

The number and types of field experiences varied from institute to institute. Each, however, generally included a police ride-along and a visit to the courts. These field experiences were usually arranged through contacts with the legal agencies and organizations within a specific community.

A Sample Curriculum and Schedule of Program Activities

Presented below is a composite outline of the curriculum and schedule of activities that served as the basis for four of the state program's 1975 summer institutes.

Day 1	9:00-12:00	The Nature, Function, and Limits of Law
	1:00-2:30	Related Strategies Introductory Exercises
	2:45-4:30	Discussion Lessons
Day 2	9:00-10:00	The Community and Its Police
	10:15-12:00	Teaching About the Police: Clarification Strategies
	1:00-3:15	Police Power and the Rights of the Individual
	3:30-4:30	Police Patrol: A Simulation
	Evening	Voluntary Police Ride-Along Program
Day 3	9:00-10:15	The Case Method Approach to Instruction
	10:30-12:00	The Courts: Process and Structure
	1:00- 3:00	The Courts: The Attorneys
	3:15- 4:30	Using Films: Gideon Case: Right to Counsel
Day 4	9:00-12:00	Courtroom Visitation Program
	1:00- 2:15	The Courts: The Judge and Jury
	2:30- 4:30	Teaching About the Courts Jury Game Visual Analysis Techniques
Day 5:	9:00-12:00	Mock Trial Enactment and Debriefing
	1:00- 2:00	Current Controversies and the Courts: Plea Bargaining and Bail
	2:15- 4:30	Juvenile Justice
Day 6:	9:00-11:00	America's System of Corrections
	11:15-12:30	Discussion of Future Plans for Implementing Law Studies Program

Institute Faculty and Staff

The law faculty for each program was generally recruited from local and state police departments, courts, corrections facilities, and bar associations, as well as from nearby universities and colleges. The education faculty generally consisted of individuals who had had prior training in the field of law studies education as well as some classroom experience in teaching school age youth about the law.

We used both local and national resource figures in these workshops. In general, I'd recommend that you take advantage of whatever local resources there are in your area. Experienced teachers provide a good role model for the participants, and local law experts may provide a continuing resource for participants. On the other hand, don't forget that national figures can provide a perspective that local resources may lack. Even though they may cost you some money, it might be a good idea to bring in such experts for a day or two where they are needed. Occasionally, these experts may be well known and help you attract participants. Former U.S. Attorney General Ramsey Clark, who was one of our legal resource persons, is an example of a well known expert.

The Cost of Teacher Education

We were able to conduct our five institutes on the amount we had budgeted. That meant we spent about $4,000 per workshop. Costs included faculty honoraria, participant stipends, curriculum material purchases, and administrative costs for the institutes. The average dollar expenditure for each major program expense item is presented below:

• Faculty honoraria, travel, expenses	$ 800
• Participant stipends	1,000
• Curriculum material purchases	1,000
• Administrative costs	1,200
TOTAL COST	$4.000

Administrative costs included staff salaries, informational mailings, telephone expenses, and other costs attendant on coordinating these institutes. The materials budget provided participants with sample curriculum materials and such substantive materials as the report of the President's Commission on Law Enforcement and the penal code of the State of New York. We varied these materials somewhat from one institute to the next, but we kept the expense relatively constant. (We attempted to get publishers to give us sample copies of curriculum materials, but only one complied.)

If administrative costs and materials expense were relatively constant, the other two categories varied widely. In some workshops, the local Boards of Cooperative Educational Services (B.O.C.E.S.) had recruited participants and promised them a stipend. In other cases, the teachers' contracts required that we pay a stipend. But in some localities we weren't required to pay a stipend and managed to attract quality participants. Generally, I'd advise you to meet first with school officials to determine if local conditions (or union contracts) will require payment of a stipend to attract participants. It may be that the local school system can be persuaded to pick up the cost of a stipend, or it may be that you can try to attract teachers without paying a stipend. Either alternative, if successful, will lower your costs, but it may be preferable to attract teachers without a stipend, since that will mean that your participants are genuinely interested in law-related education and are willing to give their time to learn more about it.

The cost of resource persons also varied greatly. In general, we paid experts around $100 a day for their help. We also paid their travel and expenses. But many legal and educational resource leaders volunteered their time, so that in some workshops our total expense in this category was as low as $250. However, as I indicated earlier, there are times when you'll need an expert and find the cost of bringing one in money well spent.

Funding and Support Services

One of the reasons we were able to do so much without spending a lot of money was the excellent cooperation we had from our co-sponsors and from other organizations. These groups contributed many services that enriched our programs. By all means, strive for such cooperation in your own program.

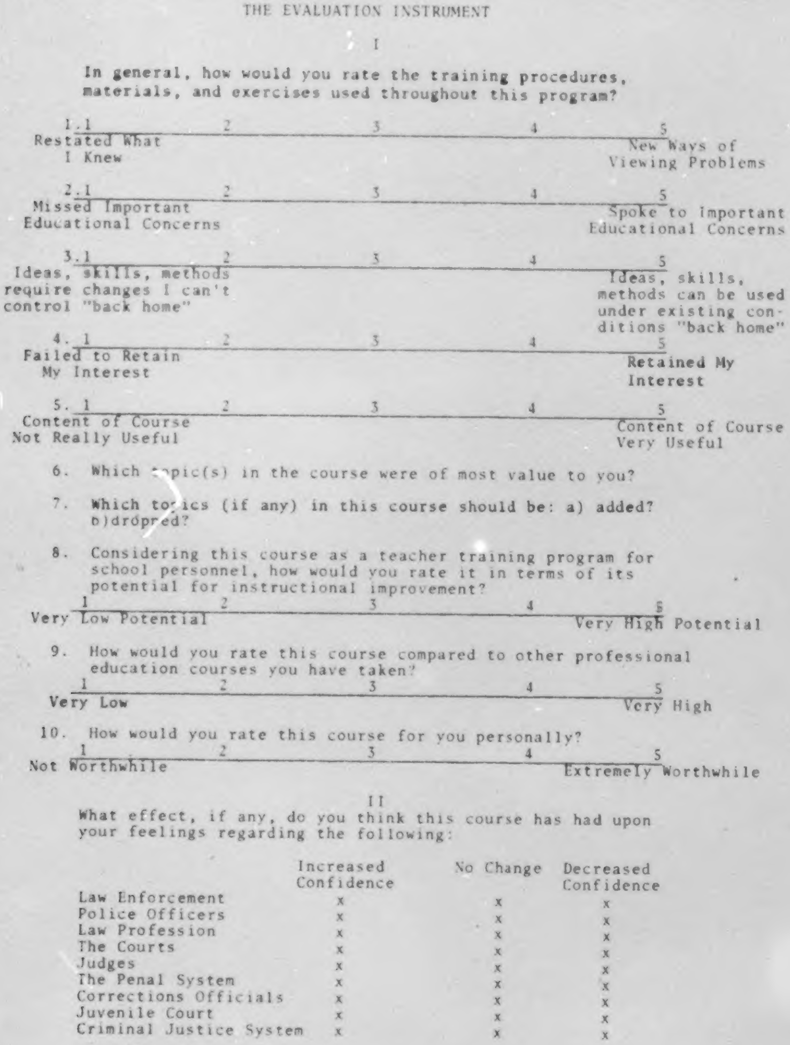
As co-sponsor of the Law, Youth and Citizenship Program, the New York State Education Department gave the 1975 summer institutes its official endorsement and provided publicity. It also made available to the program the services of members of its Bureau of Social Studies. As a result, the chief of the Bureau played an active and significant role in the administration of the state project. He also participated as a faculty member in two of the summer institute programs.

In western New York, central New York, and the capitol district, the local B.O.C.E.S. helped out by publicizing the institute programs, recruiting the participants, and providing essential classroom facilities free of charge. In New York City, the Bureau of Social Studies for the city schools took the responsibility of publicizing the New York City institute and recruiting the participants. Also, a community organization known as Open Doors provided supplemental administrative and clerical assistance at no cost to the program. For example, Open Doors found us excellent (and low cost) facilities at New York University's Law School and printed and mailed copies of our program.

Finally, in some instances, the local school districts helped subsidize the participation of their teachers in the summer institute programs by granting them stipends or in-service salary credit for attending. (Teachers negotiated with their own school district for stipends or credit; the program played no part in the negotiations.) In the majority of cases, however, the schools provided no financial assistance or incentives to their teachers who were involved in the summer institutes.

Program Evaluation

We were able to conduct useful evaluations at very little cost. At the end of each workshop, we distributed a questionnaire (reproduced below) asking participants to rank various aspects of the institute on sliding scales and giving them the opportunity to tell us what changes they would make and why. An evaluation



THE EVALUATION INSTRUMENT

I

In general, how would you rate the training procedures, materials, and exercises used throughout this program?

1. 1 ____ 2 ____ 3 ____ 4 ____ 5
Restated What I Knew — New Ways of Viewing Problems

2. 1 ____ 2 ____ 3 ____ 4 ____ 5
Missed Important Educational Concerns — Spoke to Important Educational Concerns

3. 1 ____ 2 ____ 3 ____ 4 ____ 5
Ideas, skills, methods require changes I can't control "back home" — Ideas, skills, methods can be used under existing conditions "back home"

4. 1 ____ 2 ____ 3 ____ 4 ____ 5
Failed to Retain My Interest — Retained My Interest

5. 1 ____ 2 ____ 3 ____ 4 ____ 5
Content of Course Not Really Useful — Content of Course Very Useful

6. Which topic(s) in the course were of most value to you?

7. Which topics (if any) in this course should be: a) added? b) dropped?

8. Considering this course as a teacher training program for school personnel, how would you rate it in terms of its potential for instructional improvement?
1 ____ 2 ____ 3 ____ 4 ____ 5
Very Low Potential — Very High Potential

9. How would you rate this course compared to other professional education courses you have taken?
1 ____ 2 ____ 3 ____ 4 ____ 5
Very Low — Very High

10. How would you rate this course for you personally?
1 ____ 2 ____ 3 ____ 4 ____ 5
Not Worthwhile — Extremely Worthwhile

II

What effect, if any, do you think this course has had upon your feelings regarding the following:

	Increased Confidence	No Change	Decreased Confidence
Law Enforcement	x	x	x
Police Officers	x	x	x
Law Profession	x	x	x
The Courts	x	x	x
Judges	x	x	x
The Penal System	x	x	x
Corrections Officials	x	x	x
Juvenile Court	x	x	x
Criminal Justice System	x	x	x

instrument of this sort is relatively simple, and requires only that its creator have basic evaluation skills. While the results are not as definitive as those of more formal evaluations, they can give you a good idea of where your program is succeeding and where it might need bolstering.

In addition, we listed each person who conducted a session and asked participants to rate each in terms of interest, approach to the topic, and usefulness.

III

A field experience was included as part of the program. Please indicate your assessment of it below.

Police Ride-Along Program

Extremely Useful	Quite Useful	Somewhat Useful	Not At All Useful

Why do you feel this was the case?

What changes, if any, would you like made in this component of the program?

IV

What effect, if any, do you feel the institute has had upon your understanding of the following:

	Improved Greatly	Improved Somewhat	Did Not Change
The Nature of Law	x	x	x
Law Making	x	x	x
The Uses of Law	x	x	x
The Limits of Law	x	x	x
The Duties of the Police	x	x	x
The Plight of the Officer	x	x	x
Limitations on Police Power	x	x	x
Recent Developments in Law Enforcement	x	x	x
Causes of Crime	x	x	x
The Kinds of Crime	x	x	x
The Effects of Crime	x	x	x
The Legal Profession	x	x	x
The Courts	x	x	x
The Judge	x	x	x
Rights of the Offender	x	x	x
Responsibilities of a Jury	x	x	x
Correctional Institutions	x	x	x
Alternatives to Incarceration	x	x	x
Future of the Criminal Justice System	x	x	x

V

Were you compensated by your schools for attending this program? Yes ________ No __________

If so, how?

Stipend ________ Inservice Credit ________

Other (Explain) ___________

VI

Suppose for a moment you could make any changes in the course--format, content, staff, materials, etc.--that you have just taken. What would you do to improve the program?

Evaluation Results

Our evaluations gave us the following information:

- Most of the participants gave the institutes high ratings on each of the following subjects:
  - Spoke to important educational concerns
  - Contained content that was useful to them
  - Retained their interest
  - Provided new ways of viewing problems
  - Had high potential for instructional improvement
- The participants appeared to feel that their understanding of the law had improved substantially as a result of the institutes. This trend varied with what particular content areas had been emphasized in each institute program. Nevertheless, in every case, the institutes appeared to have promoted a better understanding of the law, the police, and the courts.
- A substantial majority of the participants indicated that they had increased confidence in a number of subjects, agencies, and institutions within the legal system as a result of the institutes. These ranged from law enforcement and the police to the courts, judges, the legal profession, and the criminal justice system.
- Field experiences (i.e., police ride-alongs, visits to the courts, etc.) received most favorable ratings from participants, with the police ride-along generally achieving the highest rating.
- The participants offered the following suggestions and recommendations regarding how the institute that they participated in might be improved:
  - The institutes should be longer in duration, perhaps two weeks in length. Additional topics might be added to the programs. (Suggestions were "youth and the law," "consumer law," and "values.")
  - Follow-up programs should be conducted on a regular basis to encourage the exchange of ideas, updating of materials, and expansion of knowledge.
  - More time should be devoted to examining how the program's content and activities would fit into the school curriculum and how support among school administrators for law studies education might be promoted and sustained.

The Need for Follow-Up

One week workshops are primarily useful as introductions to law-related education. They can stimulate interest and suggest approaches, but they can't—by themselves—guarantee a successful school program. They must be supplemented by programs providing information on other areas of law (e.g., torts, consumer law, and contracts). The teacher education effort must continue with one day workshops in the school year, newsletters, and other follow-up activities. At least a minimal staff presence must remain so that teachers know that they can get answers to some of their questions and advice when they need it. Some of our ideas and experiences are included in this issue's article on follow-up (see pp. 203-218), so I won't go into them in detail here. I will point out, however, that we budgeted about 40% of our scarce funds for follow-up, an indication of how important we think it is.

The One Week Training Program . . . New York's Experience in Retrospect

Based on our experience, we believe that the one week institute model can provide teacher-participants with a worthwhile introduction to law studies education, as well as valuable training, at a relatively low cost. Moreover, it would appear that the one week teacher education institute might be even further reduced in cost by requesting that the speakers volunteer their time, by having the schools provide some form of financial incentive for the participants, by using volunteer clerical and adminstrative assistance, and/or by asking the teachers themselves to make some kind of financial sacrifice. You should give careful consideration, however, to what, if any, adverse effect each of these practices might have upon the quality of the training program.

In general, I'd recommend that other project developers consider this model carefully. It aroused a lot of interest, participants had fun studying and later teaching about law, and many school programs resulted from it. And we ran into very few problems implementing it.

Here are some do's and don'ts for those of you who might try a one week model of your own.

DO'S

1. Survey the field to get an overview of what is available. The ABA's curriculum catalogues—the *Bibliography, Media,* and *Gaming*—provide a good idea of materials in the field; the book I did with Lynne Lamprecht and the ABA's *Guidelines* provide some ideas about strategies and program development. (See the bibliography of this issue [pp. 220-25] for information on these publications.)
2. Talk with teachers in advance, so that you have a good idea of their interests and needs before you plan the program.
3. Plan early. Order your materials well in advance, secure resource persons as early as possible, and send out announcements to potential participants before they have made other plans (it is probably a good idea to notify them in March or April).
4. Set realistic goals and objectives for the teacher education program. Remember the limitations of the one week workshop.

DON'TS

1. Don't emphasize one set of materials. Provide examples of as many as possible, and encourage participants to evaluate them.
2. Don't insist upon any particular strategies. You can suggest, but don't mandate.
3. Don't limit workshops to one or two techniques. It is important that teachers know the full range of possibilities.

Note

1. The exception was the Cornell Program, which was designed for the participants in an earlier law studies training program that had been held for upper New York State teachers in 1974. Consequently, the emphases in this institute differed somewhat from the other four programs. Such new topics were featured as moral and ethical development and youth and the law. Also, we stressed sharing teaching ideas, integrating the material into the present curriculum, and local program development. No field experiences were included.

One Week Teacher Education Workshops: Institute for Political/Legal Education

John F. Khanlian

The purpose of this article is to discuss the teacher education aspects of the Institute for Political/Legal Education (IPLE) program—specifically how we conduct our five-day workshops, why we use some of the approaches that we do, and the ways in which our model has changed and evolved during the past year. Before turning to these issues, however, a few words about the nature of the Institute are in order.

What is IPLE?

IPLE is a curriculum in secondary social studies taught in some 22 high schools in New Jersey as well as at pilot sites in several other states. It represents an activity-oriented community-based program providing students with practical experiences in, and understanding of, three important areas of citizenship education: politics, state and local government, and the law. Offered to students as either a supplementary elective or in lieu of certain mandated American history or government requirements, the full-year program stresses the acquisition of knowledge and skills and emphasizes participation by the students, first in school (background study, discussion, role playing, simulation games) and then outside the classroom in projects beneficial to the community. Viewing the total community as the classroom, teachers use its many resources as a practical base for learning; in some classes students are out of school as many as 35 days per year in field study and interning. The project has achieved both cognitive and affective results: following the year of study, students show positive increases in their political and legal knowledge, and reveal an inclination to participate actively in the electoral system, government, and law-related fields. The Institute was developed under ESEA Title III grants during the period 1971-1974 under the leadership of Barry Lefkowitz, the director, who started the program as a high school teacher in Burlington, N.J. In May 1974, IPLE was validated by the U.S.

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Office of Education as innovative, successful, cost-efficient, and exportable, and approved and funded for national dissemination.

IPLE Teacher Education: An Overview

During the past year, the Institute has been conducting training workshops in South Carolina, Oregon, Illinois, Iowa, and New Jersey for those school districts whose administrators and teachers have committed themselves to implement the program. These workshops are statewide in scope, and most of the persons being trained stay with us each night. This makes the workshops more intense and gives us greater flexibility in scheduling.

These sessions are designed to meet three principal objectives:

1) provide information on the use of IPLE curriculum materials;
2) provide training in instructional methods and techniques for political-legal education;
3) provide strategies for structuring, organizing, and implementing IPLE in a school system.

We also have a fourth objective for our workshops—that participants will enjoy themselves and get to know one another better during the week (more will be said later concerning some of the ways we help to facilitate this particular goal).

Participants in our training programs are primarily teachers of social studies. We also encourage key decision-makers or those whose support may be essential for the program to succeed—school administrators, curriculum coordinators, state education department personnel, etc.—to participate in at least a portion of the five-day experience. Resource people from the states we work with, including attorneys and representatives from political party organizations and community groups such as the League of Women Voters, are made aware of the IPLE training and sometimes elect to take part. Prior to the workshop, we also make attempts to obtain sponsorship (endorsements, if not financial support) from important individuals and groups in the state such as the department of education, state bar association, key state legislators and congressmen, and civic organizations. Their names are listed on all flyers announcing the training workshop, which helps to attract participants and build community support for the IPLE program.

One unique feature of our training model is that high school students are also invited to go through the training. Each teacher is encouraged to select one or two students to come to the workshop.

Why One-Week Workshops?

The decision to go with a one-week training workshop as opposed to other models was based on several considerations. We have found that when IPLE begins at a particular high school, the degree of a teacher's personal commitment and enthusiasm can make or break the effort. Just acquiring a set of curriculum manuals is not sufficient to equip a teacher to implement the program. Therefore, we felt that a significant portion of time was needed to develop in teachers the necessary attitudes and skills, and to sensitize teachers to the new ways of approaching their role as educators that IPLE entails. We chose the one-week length because we felt it was long enough to accomplish our purpose, but not so long that it would discourage potential participants from attending. In addition, we felt that extending the training for two or even three weeks was not appropriate in our case because it would be giving the teachers too much to digest at one time. It would also increase the cost considerably.

We do schedule two or three follow-up sessions during the school year in the states where we have conducted training. These periodic get-togethers facilitiate further training in areas such as community research techniques and law-focused teaching and provide an opportunity for those who have been trying out IPLE in their schools to touch base with each other, share ideas, raise questions, and learn from the success stories and failures of their colleagues. This reinforces the concept that each teacher is part of a consortium of IPLE educators who serve as resources to one another, and that no one is left to sink or swim on his own after the initial five days of training.

Scheduling

As our schedule shows (see below), we have a jam-packed week with a variety of activities which are designed to get the maximum use out of the minimum amount of time. We even schedule programs for at least two of the evenings. Because of the full schedule, we attempt to continually vary the rhythm and format (sitting, on feet, simulations, panels, lecture) to minimize the inevitable fatigue factor. We have found through experience that adequate break times are needed, and that you must be realistic about the amount of material that can be covered in any one session. Any activity lasting more than an hour ought to involve a considerable degree of audience involvement and participation. The old saying that "the mind can only absorb what the rear end will endure" is an accurate one; in our training in South Carolina, we were also told that the soil there is so rich that if your feet stay in one place for too long, you start to take root. On the other hand, we have also found that a good full schedule promotes a feeling of productivity. Part of our continued examination of the training includes an evaluation of whether the time frames are realistic.

To help deal with the cumulative effect of a week of intensive training, we have tried to schedule sufficient periods of time for group interaction, either as part of the IPLE activities themselves, or strictly for social gatherings. One evening is set aside for a wine-and-cheese get-together, and usually another evening is available for those who wish to get away from the workshop site to sample the local entertainment and night-life possibilities. We also suggest that recreational facilities be available nearby for both participants and trainers—perhaps basketball, tennis, or volleyball courts. In fact, one of the features of the IPLE training which is probably unique in the whole field of law-related educational programs is our challenge basketball game between trainers and participants for beer and pizza.

FIVE-DAY WORKSHOP

- I. Monday--VOTER EDUCATION COMPONENT
  - A. Registration 9:00 a.m.
  - B. Orientation
    - 1. Overview of workshop
    - 2. Introduction of trainers
    - 3. Objectives of workshop
    - 4. Ice-breaker technique
  - C. Introduction of Voter Education Unit
    - 1. Voter registration
    - 2. Campaign acitivites & projects
  - D. Lunch 12:30 p.m.
  - E. Subtle Bias of the Media 1:30 p.m.
  - F. Classroom activities
    - 1. Simulated election
    - 2. Issue analysis board
    - 3. Open-ended discussion on campaign techniques
    - 4. Other activities
  - G. Dinner 6:00 p.m.
  - H. Political Expert 7:00 p.m.
  - I. Evening Get-together
- II. Tuesday--GOVERNMENT COMPONENT
  - A. Lobbying 9:00 a.m.
    - 1. Lobbying exercise, internship & projects
    - 2. Lobbying game--how to use it & some alternatives
  - B. Lunch 12:30 p.m.
  - C. Community Research Project 1:30 p.m.
    - 1. Field work (administering survey/questionnaire)
    - 2. Evaluation & use of community research techniques
  - D. Dinner 6:00 p.m.
  - E. State Government Expert 7:00 p.m.
- III. Wednesday--GOVERNMENT COMPONENT & LEGAL COMPONENT
  - A. Urban Dyne (Government/Political/Economic Planning Simulation) Including Various Options & Potential Projects 9:00 a.m.
  - B. Lunch 12:30 p.m.
  - C. Group Planning & Discussion of Politics and Government (during planning/implementation meetings for each component, teachers should identify questions and problem areas that need further clarification. These should be given to the IPLE trainers for discussion at the final organizational meeting) 1:30 p.m.
  - D. Introduction to Law Strategies
  - E. Dinner 6:00 p.m.
- IV. Thursday--LEGAL COMPONENT
  - A. Case Study Approach 9:00 a.m.
  - B. Freedom of Speech
    - 1. Continuums
    - 2. Ray Brown (classroom strategies)
  - C. Lunch 12:00 p.m.
  - D. Freedom of Press 1:30 p.m.
    - 1. Surveys & polls
    - 2. Use of films
    - 3. Moot court
  - E. Consumer Law
  - F. Dinner 6:00 p.m.
  - G. Guest Speaker 7:00 p.m.
- V. Friday--LEGAL COMPONENT
  - A. Kids in Crisis: Game strategies and guest policeman, lawyer, probation officers 9:00 a.m.
  - B. Teacher Discussion
  - C. Lunch 12:00 p.m.
  - D. Organizational Information 1:30 p.m.
    - 1. Classroom organization
    - 2. Local problems and issues
    - 3. Public relations & community resources
    - 4. Student evaluation
    - 5. Other questions
  - E. Workshop Evaluation
  - F. Adjournment 2:45 p.m.

Breaking the Ice

Most of those attending our workshops do not know one another before arriving; after a brief introduction on the morning of the first day, therefore, we involve the participants in an ice-breaking exercise. First, all the registrants are divided up into two groups by counting off by twos. Next, each person from Group 1 is asked to select someone from Group 2 whom he has never met previously. When all have paired off, they are asked to spend a few minutes telling each other about their backgrounds—who they are, where they come from, what they do. They are then told to spend some time discussing their attitudes and philosophies about politics and law.

As a good alternative method for pairing off, we sometimes have each person take a sheet of paper and write (in large, readable print) in one corner his or her name, school, and position. In the other three corners, participants are asked to write down one or two words or phrases that come immediately to mind when we say each of the following: "politics," "law," and "good education." The center of the sheet is reserved for them to write the name of their favorite movie (or song, novel, etc.). The participants are then asked to circulate for a few minutes reading each other's sheets, eventually teaming up with people they have not previously met whose responses on the paper they find of interest.

After ten or fifteen minutes, groups of four are made by having the pairs join up with other pairs who are also new to them. The sequence of introductions and discussion of political and legal philosophy is again followed, but this time it is the responsibility of each person from the original pairs to introduce his partner to the two new people. Again about ten or fifteen minutes is needed for this phase. By this time the room is usually buzzing with animated conversation. (To capitalize on this getting-to-know-you group formation activity, you can follow-up by assigning each group of four [or eight] a specific group task to work on which they will later bring back to the entire assembly.)

This simple activity helps teachers and students to get to know at least a few others at the workshop very early and makes them feel more comfortable. It also fosters good listening skills because each person must introduce his partner based on what was said to him. Finally, it gets people talking about many of the subjects and attitudes which will be explored during the five days. The technique is something a teacher can readily use in the classroom.

General Training Approaches

In both small and large group sessions, we combine substantive information with a variety of techniques to gain as much mileage as possible out of each activity. For each activity, we discuss a number of spinoffs and implications for wider use. The medium is as important as the message! For instance, while covering such topics as foundations of law, freedom of speech, fair trial v. free press, and juvenile justice, the participants are learning about and experiencing such teaching methods as role playing, simulations, mock trials and moot courts, values clarification surveys and continuums, the use of case studies, panel presentation by outside speakers, and the use of the stop-action technique with films. Teachers can then see the almost limitless ways of approaching a particular legal question in the classroom.

In the voter education component, the practical "how-to's" of organizing a canvassing and voter registration drive are introduced, including classroom organization, district selection, public notification, role playing preparation, and actual carry-through. Some of this is handled through lecture/discussion, using overhead projections. We involve participants in a door-to-door canvassing role play which always provides comic relief, as one person plays an IPLE student and the other an Archie Bunker type not at all interested in getting out to vote for politicians who are crooks. The implications of a voter registration activity in the class are many: it provides the foundation for discussion of party structure and voting behavior, and it helps develop students' skills in organization, speaking on their feet, and doing research (to be able to answer anticipated questions).

As part of the government unit, we emphasize lobbying, again because of the obvious spinoffs—development of research skills, the aspects of human psychology involved, the opportunity to learn first-hand the key steps in the old civics textbook chart about "How a Bill Becomes a Law," and the chance to show students that anyone who has a cause can be a lobbyist.

The techniques of community research are also covered as part of the workshop. With the permission of the local police and businessmen, participants are sent in pairs into nearby population centers such as downtown business districts or shopping malls. They interview 10 individuals on a public opinion survey (usually dealing with police-community relations). They return to discuss the experience and to examine some issues of polling, sampling, and the use of questionnaires. Important questions arise related to research techniques and the validity of the results; how random was the sample (only a select group is free to shop in the middle of the afternoon on a weekday)? how objective was the wording of the questionnaire? how consistent and unbiased was the approach used by the pairs in asking the questions? how were those who refused to answer accounted for in the sample? Through this experience, it becomes clear what steps are needed for students to accurately assess community demands and resources through their own research.

In attempting to meet the needs of participants, we try to remain flexible. We always bring with us to a workshop many more activities and strategies than is possible to use so that we are able to shift gears when it seems appropriate. It has been our practice to select a small delegation of students and teachers who represent a cross-section of the whole group to give us feedback and suggestions at the end of each day. They review the schedule for the following day and suggest any modifications that seem necessary.

One of our most challenging workshops—which required maximum flexibility—was conducted in Iowa, where we worked in conjunction with an environmental education project called SCATE (Students Concerned About Tomorrow's Environment). Our goal was to train students and teachers (science as well as social studies) in effective political action on the issue of ecology. The lobbying exercise, telephone canvassing simulations, debate on Model Congress legislation, and other activities were changed to emphasize environmental issues like air pollution and land use control, and many of the outside speakers also had expertise in these areas. It was our task to try to bridge the gap between students' and teachers' concern about the environment and their lack of knowledge about how to bring their influence to bear on the legislative process and how to get ecology-minded candidates elected to office.

Who Are the Trainees? How Are They Trained?

The basic staff for each workshop includes one or two full-time employees of the Institute, one of our teachers from a New Jersey school, and a student in the program. To handle the large number of workshop and awareness presentation commitments during the year, IPLE has organized a pool of approximately six teachers and ten students who have received permission from their school districts to be released from their responsibilities to lead workshops. Arrangements are made to reimburse the cost for substitute teachers when this is needed. Our New Jersey IPLE teachers have been involved at every step in the development of the training program—planning the initial model for five-day training, reviewing and modifying it, conducting the workshops, and even agreeing to serve as "buddies" (or "pen pals") to new IPLE educators in other states.

The IPLE teachers and students in the traveling team are ones who have had at least a full year's experience with the program in their schools. Some of the teachers have been with the Institute since its first year as a Title III project, and a few of the students have been in the IPLE class for a second year in leadership capacities. Thus they are able to share their knowledge of the ins and outs of implementing this type of curriculum. Each teacher and student has, in addition, gone through a week-long training program and subsequent in-service workshops in New Jersey so that they are familiar with the methods and techniques we use.

The students who are part of the team were first nominated by their IPLE teachers as being outstanding in their leadership skills, individual initiative, and classroom responsibility. (It was also necessary that they be doing sufficiently well in their other academic subjects to be allowed to be away from school for several days on IPLE business.) Before being trained, the students went through an additional screening process in which they were asked to speak extemporaneously about IPLE, lead a group role playing activity, and respond to some typical questions raised by teachers and administrators about the program.

Each teacher who is part of the IPLE team brings with him examples from his own bag of tricks. We find that it aids our credibility and the rapport we establish with the audience to have someone who is actually implementing the program discuss such questions as how to organize a voter registration drive, how to conduct a simulated election, and how to handle arrangements for field study experiences and guest speakers in the class. The teacher-trainer is indispensable when it comes time for the question-and-answer sessions on the logistics of testing and evaluation, public relations problems, community involvement considerations, and similar issues.

The IPLE student also makes a valuable contribution to the week of training, most importantly as a model of what we are talking about in developing leadership skills and involving young people in the political process. The students lead or assist in the role playing simulations, conduct presentations on how to organize a Model Congress, and are available to answer questions on out-of-school internships, classroom organization, and the variety of activities and challenges they experience. In addition, since other students are attending the workshop, the IPLE student also serves the important function of relating to them on a sharing and companionship basis during the week.

While it does not make sense to do anything which would sell our program short, we have found that having top-notch students as part of the team is not without its problems. Because the students are extremely capable, they sometimes make teachers feel skeptical about how representative they are of IPLE students in general. This leads to questions like, "But what about the average students that I teach?" Since IPLE is taught to heterogeneous groups in many schools, and is often successful with young people who are otherwise turned off on traditional academic subjects, we do not wish to give educators the erroneous impression that it is a program for "the gifted."

In addition to Institute personnel, teachers, and students, a number of other persons participate in specific resource capacities as trainers for IPLE workshops. Their role is discussed later in this article.

Before concluding this section, I ought to mention our plans to undertake a formal training program for out-of-state IPLE teacher-trainers. In the 1976-77 academic year, we hope to begin training teachers who will have the responsibility of conducting teacher education programs in their home states. We anticipate that a cadre of three or four teachers from each of the participating states will undergo instruction in teaching about the IPLE program and in such administrative areas as fund raising, public relations, and means of securing community support and involvement. The goal is to impart the "how to" knowledge that will enable them to conduct effective teacher education programs in subsequent years. We plan to supplement the training program with a manual for IPLE teacher educators. For further information on this aspect of our program, please contact us at project offices.

Localization of Resources and Programs

Law-focused education must respond to local concerns and issues. We have, therefore, found it essential in planning our workshops to localize the resources and programs to best meet the needs of the participants. Once in a while we hold a workshop in New Jersey for individual representatives or small delegations from other states (where the numbers are too few to warrant paying the costs for an IPLE team to travel out of state). However, for the most part, our training is conducted on location for a group of educators and students from one particular state. Our aim is not to transplant New Jersey to the rest of the nation. We emphasize the concept of adaptation rather than adoption of our program. Nothing turns people off more quickly than discussing county government with a group in the Midwest from the perspective of the freeholder system which is unique to our own state. We therefore take a number of steps to assure that the workshop is localized:

1) Before traveling to the state, we obtain copies of a state government guidebook, League of Women Voters publication, and/or some other material about that state's court system, legislature, election laws, and local and county government. This way we can familiarize ourselves with the terminology, structure, and laws appropriate for that state. This contributes to our usefulness and credibility as trainers.

2) Since IPLE curriculum materials use New Jersey as a model, each state liaison (contact person selected to work with IPLE staff) is asked to review certain sections of our *Voter Education* and *Government: The Decison-Making Process* manuals to prepare supplementary handouts for the participants which localize the material according to applicable terminology and laws.

3) Three or four important activities of the five-day training program include resource people from the state itself speaking and answering questions about politics, government, and the law. For example, on the first day, after discussion of voter registration and campaigning, representatives from the state Republican and Democratic organizations and the League of Women Voters are invited in to discuss party structure in the state and opportunities for party involvement. Similarly, as part of the law component, a panel of experts on the criminal justice system in the state have a chance to engage in dialogue with the participants. For instance, at a workshop held recently in Syracuse, New York, a very provocative dialogue on the state's juvenile justice system grew out of a panel composed of a New York State Police lieutenant, the Onondago County Family Court Judge, a State Youth Division counselor, and the District Attorney for Onondaga County. When we play the "Kids in Crisis" or "Police Patrol" simulations developed by the Constitutional Rights Foundation, an attorney, policeman, social worker and/or probation officer from the state is on hand to aid in the debriefing discussion of the experience. We rely heavily on responsible liaison persons in the states we work with to handle arrangements for securing quality resource people as speakers. The purpose of these presentations is twofold: a) to provide teachers with informational background on the subject matter; and b) to begin to put them in touch with the kinds of resource people whom they will need to work with during the year (for guest speakers, student internships, etc.) if the community is indeed going to become the classroom for their IPLE students.

4) A block of time is set aside during the middle of the week for other law-related education projects and social studies consultants in the state to make themselves and their resources known to the participants and have their materials on display. We try to invite any groups that are located close enough to reasonably be considered resources for the teacher during the school year. For example, at our five-day training workshop in Springfield, Illinois, the list of demonstrators included representatives from the Constitutional Rights Foundation office in Chicago; the St. Louis Law and Education Project; the ABA Special Committee on Youth Education for Citizenship; the Law in American Society

Foundation; the American Political Behavior Project; and local university and high school legal education programs.

Budgeting Considerations

It is difficult for the Institute to generalize about budget figures for a one-week workshop. During this past year, we have operated under several different funding arrangements and within a wide variety of costs. Our own annual budget does not include funding to support teacher education other than for our own staff salaries. Because we are a nationally validated Title III program, our dissemination out of state is conducted under the auspices of the national diffusion network. The network functions as follows. In most states, there is an individual known as the state facilitator (a federally-funded position) whose responsibility it is to arrange for awareness, training, and implementation of certain nationally validated programs like ours for educators within the state. The facilitators handle most arrangements for facilities, publicity, pre-registration, and other logistical considerations and operate under the constraints of their own annual budgets. IPLE receives reimbursement only for plane fares and meal-lodging expenses for the week plus costs of substitute fees for the IPLE teacher-trainer.

In the past year we have experienced various "standards of living" for our workshops, depending on the money, local customs, and the needs in each state. In Columbia, South Carolina, for instance, the entire program was held at the Sheraton. Meal allowances, mileage reimbursements, and housing at the motel were all figured into the facilitator's total cost of running the five-day training. In contrast, when we trained in Iowa, the workshop was held at a church camp outside Cedar Rapids. The camp cook prepared the meals and all the participants slept in sleeping bags in cabins. In our own state, we held training at Rutgers University, with those attending staying in the dormitory rooms available because of the summer recess. The college cafeteria provided plenty of good food, our own travel costs were naturally minimal, each school district paid the costs for the person(s) sent to the workshop (the training itself was free to all adopting districts), and the meeting rooms were obtained free of charge because of our close working relationship with the university's extension division.

It certainly does not hurt the morale of workshop participants to be treated to gourmet meals and housed in a comfortable, air conditioned hotel or conference center. Nevertheless, having worked with teacher education under a wide variety of circumstances, we can report that the success of a workshop is *not* dependent on how much money is spent on facilities and cuisine, but on whether the arrangements are handled by responsible people so that you can count on A-V equipment being there when you need it, registration tables being set up, speakers arriving on time, etc.

If funds are limited, there are several ways of cutting costs without adversely affecting the outcome of the workshop:

1) Obviously, the selection of facilities for food, housing, and meetings will have a lot to do with determining how much the workshop will cost. IPLE uses

university and community college campuses for many of its workshops. The coordinator of college-community services can be most helpful in finding appropriate rooms, securing audio-visual equipment, and reserving dining room accommodations.

2) Policy decisions need to be made to determine the fee structure for participants. When registration fees are charged, it is common practice for people outside the hosting group to pay a higher fee. For instance, teachers from IPLE contract schools are assessed only for expenses and do not pay the training cost charged to "outside" schools. In a few states, however, the facilitator's office has absorbed all the costs for training, expenses, and materials for participants.

3) The desirability of printed materials should be carefully weighed. Paper and printing costs have recently spiraled, and only the best handouts warrant the expense.

4) Similarly, the use of any paid (often highly paid) outside consultants as part of the training should be carefully examined—are consultants necessary? are they serving a purpose that cannot be met in some other way? is the presence of a big name person on the training team really going to increase the number of registrants?

Changes and Modifications

Over the past year we have made a number of changes, additions, and deletions in our five-day schedule based on assessment of our experiences and the feedback we have received from those who have attended. The following represents only a partial list of some of the modifications we felt were appropriate:

1) We have telescoped many of the simulations and eliminated others. We discovered that teachers want to see how to use an activity and to examine possibilities for its applicability in a variety of settings. While debriefing is essential and must be fairly detailed, it is not necessary to follow the role play, mock trial, or Supreme Court hearing itself all the way through to its conclusion, as would be done in the classroom.

2) We have tried to schedule more time for teachers and students who do not know each other to share their ideas and experiences in political and legal education. IPLE represents a full-year curriculum approach, but many of the elements in the program have been used by other teachers in the past. As one participant told us, "Every teacher is a bit of a ham. We all like the chance to toot our own horn on occasion." Consequently, we have set aside time in the program for teachers to share what they are doing in their classes; we encourage them to bring examples of materials they presently use and to discuss any experiences they may have had with such things as simulated elections, community research projects, and field trips.

3) IPLE curriculum manuals are not filled with day-to-day lesson plans and behavioral objectives, and this makes some teachers who are new to the IPLE

approach feel uncomfortable. Therefore, in future workshops we plan to allow time at the end of each major component (voter education, government, law) for teams from school districts to caucus for the purpose of discussing the material, setting specific objectives, writing up plans as they relate to their own school settings, and identifying questions and problem areas that need further clarification by the workshop training staff.

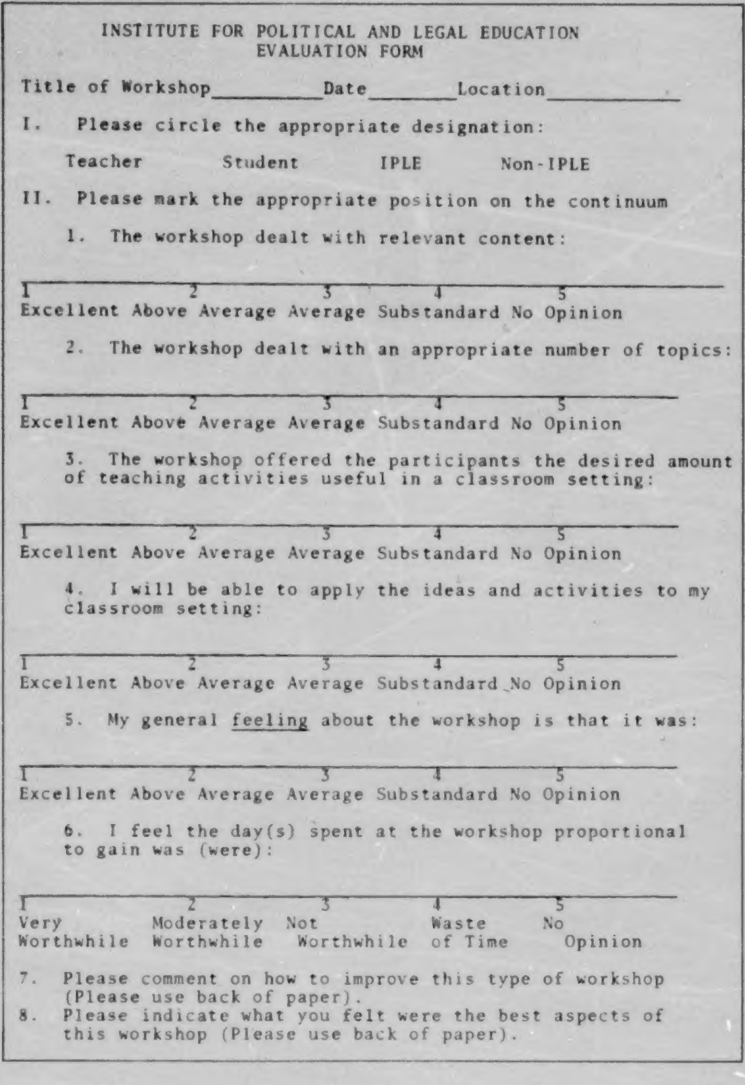
4) Rather than giving all participants a schedule that includes specific times for each activity (every hour and half-hour), we are finding that it makes more sense just to provide a general outline of each day's agenda with specific times listed only for meals and the convening of each session (morning, afternoon, evening). This leaves us more room for flexibility without the group getting "itchy" if a particular activity or discussion runs a bit longer than originally anticipated.

Evaluation

In addition to the day-to-day feedback we solicit from the participants (described above), we have developed two evaluation instruments which we use to obtain some concrete data on how we are doing in our training. We distribute one of these forms to the workshop participants and allot time for its completion and collection. These forms then are tallied and discussed by the IPLE staff so that valuable recommendations can be incorporated into future workshops.

An illustration from an IPLE handbook on running for office.

This form is relatively brief, and it is kept general so it can be filled out by anyone (not just teachers) attending the workshop. It provides some basic information as to how we're doing.



INSTITUTE FOR POLITICAL AND LEGAL EDUCATION
EVALUATION FORM

Title of Workshop__________ Date________ Location____________

I. Please circle the appropriate designation:

Teacher Student IPLE Non-IPLE

II. Please mark the appropriate position on the continuum

1. The workshop dealt with relevant content:

1	2	3	4	5
Excellent	Above Average	Average	Substandard	No Opinion

2. The workshop dealt with an appropriate number of topics:

1	2	3	4	5
Excellent	Above Average	Average	Substandard	No Opinion

3. The workshop offered the participants the desired amount of teaching activities useful in a classroom setting:

1	2	3	4	5
Excellent	Above Average	Average	Substandard	No Opinion

4. I will be able to apply the ideas and activities to my classroom setting:

1	2	3	4	5
Excellent	Above Average	Average	Substandard	No Opinion

5. My general feeling about the workshop is that it was:

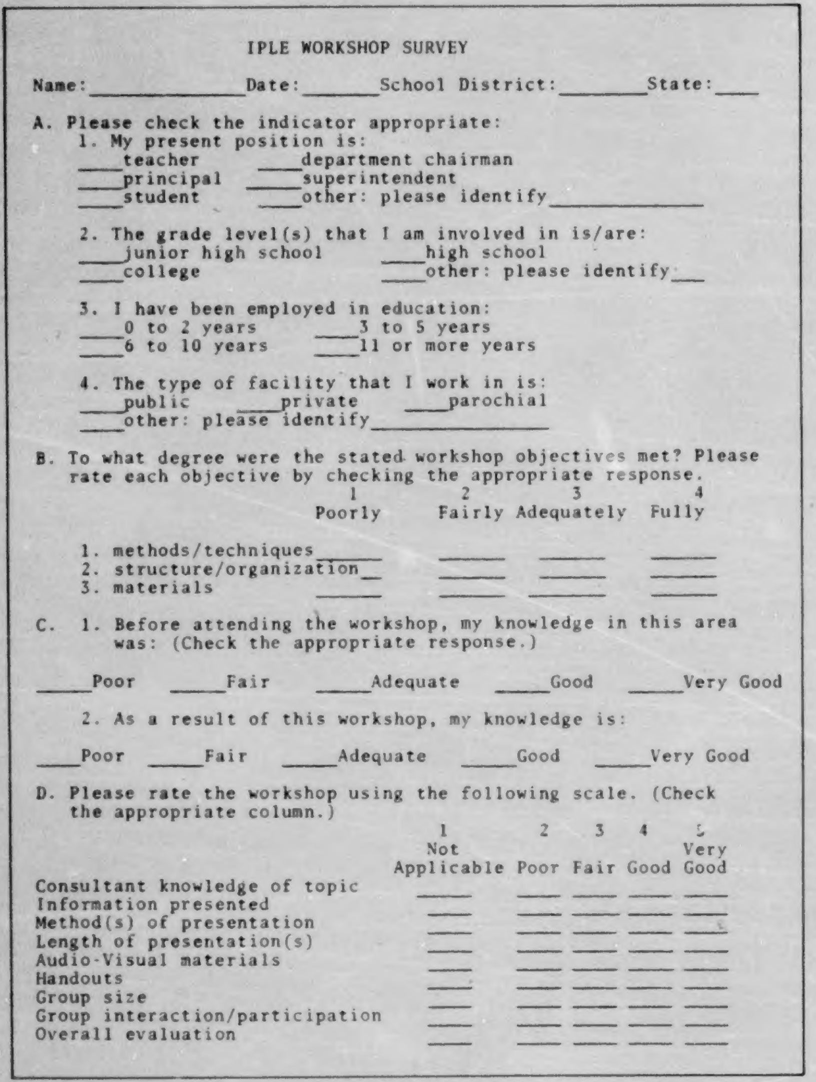
1	2	3	4	5
Excellent	Above Average	Average	Substandard	No Opinion

6. I feel the day(s) spent at the workshop proportional to gain was (were):

1	2	3	4	5
Very Worthwhile	Moderately Worthwhile	Not Worthwhile	Waste of Time	No Opinion

7. Please comment on how to improve this type of workshop (Please use back of paper).
8. Please indicate what you felt were the best aspects of this workshop (Please use back of paper).

As you can see, this form is more detailed. It helps us determine to what extent the workshop stimulated participants to work toward implementing IPLE.



IPLE WORKSHOP SURVEY

Name:______________Date:_______School District:________State:____

A. Please check the indicator appropriate:
  1. My present position is:
  ____teacher ____department chairman
  ____principal _____superintendent
  ____student ____other: please identify______________

  2. The grade level(s) that I am involved in is/are:
  ____junior high school ____high school
  ____college ____other: please identify___

  3. I have been employed in education:
  ____0 to 2 years ____3 to 5 years
  ____6 to 10 years ____11 or more years

  4. The type of facility that I work in is:
  ____public _____private ____parochial
  ____other: please identify________________

B. To what degree were the stated workshop objectives met? Please rate each objective by checking the appropriate response.

	1 Poorly	2 Fairly	3 Adequately	4 Fully
1. methods/techniques	______	______	______	______
2. structure/organization	__	______	______	______
3. materials	______	______	______	______

C. 1. Before attending the workshop, my knowledge in this area was: (Check the appropriate response.)

_____Poor _____Fair _____Adequate _____Good _____Very Good

2. As a result of this workshop, my knowledge is:

____Poor _____Fair _____Adequate _____Good _____Very Good

D. Please rate the workshop using the following scale. (Check the appropriate column.)

	1 Not Applicable	2 Poor	3 Fair	4 Good	5 Very Good
Consultant knowledge of topic	_____	____	____	____	____
Information presented	____	____	____	____	____
Method(s) of presentation	____	____	____	____	____
Length of presentation(s)	____	____	____	____	____
Audio-Visual materials	____	____	____	____	____
Handouts	____	____	____	____	____
Group size	____	____	____	____	____
Group interaction/participation	____	____	____	____	____
Overall evaluation	____	____	____	____	____

E. In the coming months, as a result of this workshop, I intend to: (check the appropriate response(s)--if more than one response, please rank the top 5 by rating them as 1, 2, 3, 4, 5 in order of importance)

____Purchase new equipment or materials
____Implement a new program or project
____Use skills or concepts in class activities
____Continue my education in this area
____Increase appropriate budgetary categories
____Share materials and/or information
____Motivate others in this area
____Present information to principal/superintendent/ school board for implementation approval
____Submit a proposal for funding
____Call upon IPLE for support services
____Visit and use IPLE's retrieval services
____Undecided
____Other (please comment)

F. Constraints in which of the following areas will hinder or prohibit you from doing something with what you have learned during the workshop? (Check the appropriate response(s)--if more than one response, please rank the top 5 by rating them as 1, 2, 3, 4, 5 in order of importance.)

____Time
____Budget
____Knowledge of the topic
____Personnel
____Equipment
____Materials
____Administration
____None

G. Comments or recommendations concerning workshop: materials, teaching strategies or time allotments.

In addition to surveying participants, we involve resource persons in the evaluation process. They provide a different perspective, one which may be particularly useful.

Conclusion

Careful planning, common sense, attention to detail, flexibility to meet the needs of participants, resourcefulness, and the willingness to learn from mistakes are all necessary ingredients for conducting teacher education workshops. IPLE is continuing to learn and grow from each successive experience, and we trust that this process is working to the benefit of the teachers, students, and resource people with whom we work.

Two Week Summer Programs

Ira Eyster

Oklahoma's project has had a good deal of experience with two week summer teacher education programs, and the main purpose of this article is to share that experience with you and provide some tips on how you might conduct successful two week programs of your own. An additional purpose is to provide some suggestions that might be applicable to all teacher education programs. Over the years, we have increasingly found that our program works better (and is more enjoyable) if the workshop is kept relatively flexible and participants are involved in shaping several of its components. Naturally, you don't want to offer a totally unstructured workshop, but you can allow participants a role without risking chaos, and throughout the article I've tried to suggest some ways of accomplishing this.

The Oklahoma Project

The Oklahoma Law for Public School Use Project, sponsored by the Southwest Center for Human Relations Studies, University of Oklahoma, has conducted four summer seminars since its inception in 1973. The first seminar, conducted in July, 1973, was of three weeks duration and offered six hours graduate credit. The three subsequent summer workshops were each two week seminars in which participants received four hours graduate credit through the College of Education, University of Oklahoma.

The Oklahoma project is funded by the Oklahoma Crime Commission with the intent of establishing law-related programs throughout the state. The target populations for the seminars are:

1. Administrators and teachers of larger school systems representative of 11 regional government areas in the state.
2. Teachers of grades 4-12 whose primary emphasis is social studies.
3. Key administrators who agree to give leadership to the program.
4. Teachers of associated subject areas (as quota allows).

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The primary purpose of the seminars is to provide administrators and teachers with an understanding of law and law-related teaching methodologies, so that they will be able to initiate and continue law education programs in their school systems.

A secondary purpose of the seminars is to educate key resource persons in participants' school districts. These personnel are invited to attend portions of the seminar to which they could relate, and are especially encouraged to participate in the seminar's informal social gatherings.

Advantages of the Two Week Model

The three week seminar was discontinued in favor of the two week seminar primarily to reduce the cost per teacher and reach an increased number of administrators and teachers. The primary advantages of the two week seminar over the three week format are:

1. An increased number of administrators and teachers trained at a minimal level of funding.
2. Accommodation to participants' time frame (i.e., teachers are frequently willing to devote two weeks to a summer school program but are reluctant to devote three weeks of their summer vacation time).
3. A more intense level of participation.
4. An easier task in finding facilities and resource persons.
5. A better use of time.

Disadvantages of the Two Week Format

1. The lack of time to accomplish all objectives, and to incorporate field experiences.
2. The tendency of instructors to crowd too much in a short period of time.
3. The preference of some participants for longer seminars with full summer credit of eight semester hours.

ELEMENTS OF OUR TWO WEEK WORKSHOP

Communicating with Prospective Participants

We design preliminary communications to get to the teachers. One technique we used successfully was to design an attractive announcement of the seminar for bulletin board display. This announcement had a place for interested teachers to sign their name and teaching field. We sent this to principals, asking their cooperation in posting it on the bulletin board and returning it to the project office. Where necessary, we made a follow-up telephone call or sent a follow-up letter. Another technique we used very successfully was to call the principal, explain the program and the benefits to accrue to the participants, and solicit his cooperation. We followed these calls with a letter.

Through these means we gained the names of adminstrators and teachers who might be interested in the seminar. We sent each of these a packet which contained essential information about law-related education and the seminar. This included a brief (three typed pages) description of the goals of law-related education and the competencies expected of teachers and students; a brief description of the seminar; crtieria for selecting participants; benefits for participants (e.g., stipends, free tuition, travel expenses); information on when and where the seminar will take place; and a description of the application procedure. Later communications provide more specific detail about fees, format, deposits, etc. We set an "intent to attend" deadline so that we could proceed with all other planning aspects of the seminar according to the number of responses received.

Selecting Participants

We make every effort to get participants who will actually implement law-related education in their classrooms. We have several ways of trying to assure that participants will use what they have learned at our seminar. We ask participants to sign a statement of intent to implement law-related education, and we ask for evidence of a school administrator's commitment to the project. In addition, we give preference to secondary social studies teachers and elementary teachers who teach social studies. We also ask participants to indicate the approximate number of students they will teach in the next school year, giving some preference to those who can reach the most students. Finally, we encourage participation of at least two persons from each school that will be represented. We find that the reinforcement of another trained teacher in the same school is a tremendous help in implementing law-related education.

Timing

The ideal time for a two week summer seminar seems to be in early June or soon after the conclusion of the spring semester. Other periods were tried but an early June seminar seemed to be advantageous in that it interfered less with the other summer plans of participants.

Housing

Since we believe that participants staying on campus will get more from the seminar, we make every effort to encourage them to stay with us. Besides stressing the pedagogical benefits, we point out that we can offer on-campus housing which is convenient to the seminar and to tennis courts, a swimming pool, and other sports facilities. In addition, we provide travel expenses to and from the workshop only to participants who choose to stay with us. That means that persons desiring to commute must bear the entire burden of commuting costs.

Scheduling

Program content posed some problems in the two week format. One problem was the best way to integrate substantive law and teaching methods. Another was grouping participants. Teachers representing grades 4-12 were enrolled in our seminar. Should we offer one program for all of them? If we divided the group, how many small groups should we create, and at what grade levels should we divide participants? Still another problem was the scheduling of field experiences.

In general, our instructors came to believe that substantive law and teaching methods should be integrated as one. In most workshops around the country, the substantive and methodological portions are divided. A very common division is substantive law in the morning and appropriate teaching strategies in the afternoon. We have found it best to offer the two at the same time, with sessions team taught by a master teacher and a lawyer or law professor.

This technique has several advantages. It enables participants to see more closely the relationships between substantive law and teaching methodology. It gives them a model of how to take a complex subject matter like the law and work it into effective classroom activities. Finally, it is very helpful to the resource persons as well. Often, a lawyer or law professor may not fully understand the nature of law-related education or the problems and concerns of teachers. If, however, he is part of a team demonstrating an integrated approach to law, he is almost certain to develop a better understanding and appreciation of law-related education. (It may even help the teaching of law professors. At least one has learned some techniques that he has brought to his own law school classes.)

There are a few problems in implementing a team teaching approach. It frequently requires that the methods instructor take a more assertive role than he might be accustomed to, because he must work actively to lay the foundation for such integration. Secondly, team teaching requires very careful planning and close communication between the methods and substantive instructors. Since such communication almost certainly will require at least one meeting between the two instructors, it is helpful if these persons are local. In our program, more and more of our instructors have offered sessions at previous workshops, and so are already prepared to team teach.

The question of grouping is not unique to the two week format, but it has provided us with one of our thorniest problems, and I think some of our solutions might be of interest to other program developers. We have divided our participants into three groups (elementary, junior high, and senior high), in order that they may receive instruction that is designed for their particular grade level. However, we have found that it is important not to be too rigid in this division. For example, teachers from each grade level might want to take part in field experiences. Or you may have a resource person who has something to say to all teachers, so you may want to recombine the groups for his presentations. This, however, raises a further problem. We have found that each group often develops a feeling of camaraderie, and resents being arbitrarily combined with another group. In addition, some field experiences and presentations by resource persons suffer a little from a larger group.

We've tried to solve these problems by giving participants the option of recombining on occasion, but leaving the decision to them. This makes our teachers truly feel like participants (rather than passive recipients of our program), because they have the opportunity to decide whether or not they want to engage in field trips or merge with the larger group for a session. They come to realize that they are not being arbitrarily scheduled by our staff, and that it is their responsibility to decide what is important to them. We believe that they must have this sense of independence and responsibility if they are to effectively implement law-related education in their own classrooms.

I would say that generally our participants have decided that groups should be kept small except for very attractive field experiences or particularly excellent resource persons. I think this might be a useful general guideline for project developers confronting the sticky problem of grouping and scheduling.

Breaking the Ice and Providing a Relaxed Atmosphere

Evaluations of our first summer seminar in 1973 indicated that participants coming from different schools and various areas of the state desired more opportunities to interact on a social and professional level. Therefore, in later workshops we provided get-acquainted activities during the opening session, encouraged teachers to mingle and share during the luncheon hour, and reserved each Wednesday evening for class and a social get together.

The Wednesday evening programs were particularly important. In several ways, participants were isolated. First of all, some were commuters and some were staying on campus. Second, each person was part of one of the three grade-level groups. As a result, it was very difficult for teachers to meet everyone participating in the program. We initially decided to hold a class on one evening a week because some excellent community representatives (lawyers, judges, etc.) couldn't make it during the day but could come in at night. Since afternoon classes ended at 4:00 p.m., and evening sessions didn't begin until 6:30 p.m., a large block of time was free. We decided to fill that time with relatively loose, unstructured social get-togethers.

On this evening, teachers were served a buffet and had the opportunity to relax and get to know each other both before and after the meal. These evenings also gave participants the opportunity to get to know a variety of people who could help them implement law-related education. For example, we invited all teachers who had attended previous seminars to attend as our guests. We invited a large number of community people to attend, and urged participants to invite administrators from their schools and potential resource people from their communities. As a result, these evenings were not only relaxing and fun in themselves, but they gave teachers the opportunity to begin building support for law-related education in their own communities.

We used a number of other techniques to stimulate participants getting to know each other. These included small group police ride-alongs, informal cottage get-togethers of participants and instructors, assigning different participants to cars on field trips, and maintaining a bulletin board of each day's activities (including guest speakers, visitors, publicity, and extra-curricula sports activities in the area). Perhaps most importantly, the staff went out of its way to show an interest in each participant's welfare.

Keeping Costs Down

We had two goals in preparing the budget of our program. The first was to reduce costs for participants, in order that they might be attracted to the seminar. Our second goal was to keep our own costs down. We developed several techniques for reaching these goals.

The University of Oklahoma allowed workshop participants to enroll without tuition. The rationale for this was that the costs of the seminar were already paid through a grant and therefore represented no cost to the university. Besides making the workshop more attractive to potential participants, this decision provided us flexibility in defraying other expenses.

In lieu of tuition, we charged each participant a $60.00 materials fee. We did this because school systems are often willing to pay for materials that teachers bring back from workshops, since these materials will provide a basic tool in the classroom. (They will often pay for materials even when they won't pay for tuition.) Second, materials are an essential component of a good workshop, since they permit participants to become acquainted with the broad range of curriculum approaches and help them become fully involved in workshop activities.

This part of our program provided a great deal of work for our staff, but we are convinced that it paid off. We ordered a wide range of materials that we thought participants might want to purchase. We put these on tables so participants could examine them during lunch hours and other free periods. Individual teachers (or teams of teachers from the same school) could then designate the materials they desired, which were charged to their $60.00 materials fee account. This approach was in keeping with our goal of actively involving participants in the process of law-related education. In addition to helping participants determine the basic approach of the programs they would implement in their own schools, this activity benefited our project in two ways: (1) it helped us build our library for the project, and (2) the $60.00 materials fee charged to teachers was applied toward the 10% cash match requirements of our LEAA grant.

We also accomplished other budgetary savings. Over the years, for example, we have developed a cadre of local resource persons, enabling us to effect considerable savings in honoraria and travel expenses.

Some Tips

Here are some pointers for those contemplating a comprehensive two week seminar designed for administrators and teachers from a statewide area.

1. *Publicity*—Get publicity out early before administrators and teachers formalize summer plans. Design publicity for a specific target group.
2. *Organize early*—Key people frequently are available only if contacted well in advance of the seminar. Do not overlook local resources. Cultivate the development and involvement of such local resources at an early date. Curriculum can best be integrated if all instructors and staff meet and plan several months prior to the seminar.

3. *Prepare*—Give significant attention to the needs of participants. Plan opportunities for participants to interact. Anticipate problems and questions that may arise regarding housing, directions, grading, requirements, etc.

Prepare constant reminders of ways law emphasis can be integrated into curriculum. If materials are to be made available to participants, they should be ordered at least three months prior to the seminar. Pre-register participants if possible.

Prepare follow-up in advance so teachers will be aware throughout the seminar that something is expected of them in law education.

The Future of Our Two Week Workshop

Due to limited grant funds, the comprehensive two week seminar we've conducted in the past was discontinued this year. Instead we conducted a two week class from 1:00 p.m. to 5:00 p.m. during the period July 12-July 23. The afternoon time period was selected primarily to attract teachers enrolled in additional course work at the university during the morning sessions. Teachers were not paid a stipend nor did they receive travel or tuition allowances.

This format provides participants with the opportunity to take other courses and get a full summer's worth of credit, of which law education constitutes approximately one-third. Note that rather than offering the class throughout the summer semester, we have chosen to compress the offering into two weeks of four hour classes a day.This provides for a longer class period than does ordinary class scheduling and allows more flexibility in designing law-related activities.

Other Alternatives

As we continue the law education program, there is an increasing trend away from the comprehensive summer seminar. The emerging format is a two week class as described above and/or off-campus classes. In Oklahoma, we offer classes three hours each week for 15 weeks at various locations across the state. They are offered through the College Extension Division of the University of Oklahoma. The off-campus class format has considerable merit from two viewpoints:

1. It is much more economical. Under this format teachers pay the regular tuition rate for off-campus classes and have, in the past, received minimal stipend and materials support amounting to approximately $40.00 per teacher.
2. The off-campus class brings together teachers and the legal community with which they will be working.

Conclusion

Though we are now cutting back on our summer seminar program, we still believe that this type of format is most useful. It has been crucial to our success so far. However, funding is often uncertain in education, and other factors may also require some changes in teacher education, so it's a good idea to be flexible enough to modify the summer program and prepare for alternatives. We believe that these modifications enabled us to put on a good program this summer for less money than we have spent before.

One aspect that won't change is our flexibility in organizing the seminar and the active role we expect participants to play in determining important aspects of our program. Of course, this is not a license for us to be sloppy as program organizers. After participants have made their choice (say to attend a given field experience), we work as hard as ever to assure that the program goes off smoothly. It does mean, however, that we accord our participants the respect due professionals and give them a chance to shape our resources into the program that they believe will be best for them.

The Law in American Society Foundation's Three Week Teacher Training Institute in Law-Focused Education

Robert H. Ratcliffe and Richard D. O'Connor

This article describes the development and operation of the Law in American Society Foundation's three week Summer Institute in Law-Focused Education. Included in this description are the founding of the LIASF's National Center for Law-Focused Education, the purpose of the Foundation's summer institute, the conduct and general structure of current institutes, and the evaluation of the institute's impact. Interspersed among these general themes will appear practical suggestions and considerations encountered in operating a teacher education institute.

The origins of the Law in American Society Foundation go back to the turbulent days of the early and mid 1960s. In 1963, a group composed of federal judges, members of bar associations, law enforcement personnel, and educators held a series of meetings in Chicago to plan a response to two social conditions: the widespread ignorance of the function of law in American society, and the increasing alienation among young people toward the American system of constitutional government. The major conclusion of these meetings was that the legal system's legitimacy could be restored and preserved through a meaningful and effective educational program including a study of America's legal heritage and the role of law in society.

Toward this end the Law in American Society Program was created through the combined support of the Chicago Bar Association and the Chicago Board of Education. A major work of the Program would be the training of secondary and elementary teachers in law-focused social studies at the Foundation's annual summer institute. In 1973, a program of instruction for corrections personnel was also initiated.

From 1966 to 1970, institute-trained teachers were primarily from the Chicago

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area. Since 1971, the institute has assumed a national posture with participants coming from all sections of the country.

Purpose of the Summer Institute

As indicated earlier, the major concerns prompting the founding of the Law in American Society Foundation were the beliefs that students were ignorant of the role of law in society and that this ignorance was a major contributor to the alienation these students felt toward the legal system. If this situation were to change, these students would have to receive a different kind of instruction. Traditional civics courses in which students passively listened to a teacher's descriptions of the branches of government and how a bill becomes a law proved inadequate in changing student attitudes about the legal system. Such expositions were pedagogically unsound because they were superficial and ignored the role of individuals and their place within our legal system. A recent study of 10 widely used civics and government texts revealed that none mentions the extent to which constitutional guarantees protect children and adolescents. The need for a major change in content and methods was evident. This realization led to the establishment of the summer institute which would retrain teachers and corrections personnel both in substantive areas of the law and the means of conveying this knowledge to students.

There were several reasons for choosing an intensive institute. Because law-focused education constitutes a new field of social studies education, schools of education had not established their own pre-service programs in this area. Even if they had, there would have existed a need to educate experienced teachers in the content and methodology of this new field.

A second reason was the widely held belief that an intensive period of instruction would likely be effective in changing teacher attitudes away from traditional methods of teaching to the newer, more effective methods which came into increasing use during the 1960s. A short, intense period of instruction would allow teachers to see the entire program quicker and with greater comprehension than would a program of prolonged duration.

A third reason was related to the emerging national posture of the institute. As increasing numbers of institute participants came from out of state, it became necessary to tailor the length of the institute to the realities of their lives. Teachers, for obvious reasons, were unwilling to spend eight weeks away from their families while attending the summer institute. Thus, in 1971, when the number of out-of-state participants increased, the length of the summer institute decreased from eight weeks to four weeks. In 1974, the institute was shortened to three weeks. A three week absence was still a burden, but certainly less so than an eight week absence. And, for some teachers, a three week period allowed them to bring their families with them, as the institute was able to secure reduced rates for their living accomodations.

Perhaps the next obvious question is, "If the institute can be shortened from eight weeks to three weeks, why not shorten it further to even one week?" The reason for not further shortening the length of the institute pertains to the need of meeting academic credit demand. The LIASF has sought to maintain a nine credit hour rating for the summer institute. What this means is that participants meet for six class hours a day, five days a week, for three weeks. Were the institute shortened to two weeks, the number of class hours per day would have to be increased to nine if the institute were still to be accredited for nine credit hours. This would represent an intolerably exhaustive burden for teachers and participants.

The Faculty and Goals of the Summer Institute

The summer institutes have been and continue to be conducted by interdisciplinary teams of distinguished law professors, attorneys, social scientists, and educators. These have included: Richard C. Groll, Dean of the DePaul University College of Law; William R. Hazard, Associate Dean of the School of Education, Northwestern University; William F. Julavits, Associate Professor of Law and Assistant Dean of the Law School, University of Maine; E. Walter Miles, Professor of Political Science at San Diego State University; and Edward L. O'Brien, practicing attorney and Adjunct Professor of Law, Georgetown Law Center.

Engaging the services of first rate academic and legal experts is a function of at least two factors. One is the composition of an advisory board, or in the case of LIASF, its board of directors. The quality of these people and the respected positions they hold will have a decided influence on the way people perceive the work of the institute, as well as their willingness to participate. A second function is time. If the institute is well organized and if the work of guest lecturers is purposive and is appreciated by the participants, this message will spread and first rate people will be attracted to teach at such an institute.

After these guest lecturers have been selected, they then confer with the associate directors of LIASF to plan the instruction. It is absolutely imperative that invited lecturers understand the purposes and goals of the summer institute, the audience they will address, and the needs of that audience. If this is not done the chances are great that the instruction will fail to educate.

All of the institutes have had two major dimensions:

(1) Providing selected classroom teachers with substantive instruction in the law;

(2) Retraining teachers in the use of more effective teaching techniques, including inquiry methods, case studies, simulations, and hypotheticals.

Once teachers have received instruction in both the substantive areas of law and in instructional methodology they will be prepared to teach courses in law-focused studies in their respective school systems, as well as educate other teachers in law-focused studies.

Sections of the Summer Institute

In recent years the summer institute has been divided into as many as five different sections. These have included Constitutional Issues (Intermediate/Junior High), Justice in America (Secondary), Justice in America (Juvenile Corrections), Constitutional Law (Secondary), and Adult Corrections Field Services.

The Constitutional Issues section for intermediate and junior high school teachers offers a comparative and historical framework examining the purpose and function of law. Analysis of the social values underlying legal systems provides the foundation for studying such topics as freedom of the press, equality of opportunity, rights of youth, family law, and consumer law. Teaching strategies emphasize student involvement and include role playing, mock trials, simulation games, case studies, values clarification, and use of films and filmstrips. A week's instruction schedule from the 1975 Institute is provided below. The morning program was held from 8:30 to 11:45; the afternoon from 12:30 to 3:45.

Monday, July 21

AM: Participants select one topic for two day unit.
Family Law: Leigh Taylor, Associate Dean, DePaul University College of Law
Consumer Law: Douglas Whaley, Professor of Law, Indiana University School of Law

PM: Role Playing Strategies. Familial relationships and their influence on conflict resolution: Arlene Gallagher, Associate Director of LIASF (Debriefing, classroom strategies)

Tuesday, July 22

AM: Two day unit (continued). Family Law: Professor Taylor
Consumer Law: Professor Whaley

PM: Tour of the Federal Building. Introduction to federal judges, officers, and attorneys: Mr. Ted Cocot, United States Probation Parole Officer; Dr. Gallagher

Wednesday, July 23

AM: Participant Exchange. Consumer Law and Family Law: Dr. Gallagher
Student Concerns. Sports and the law. The student as a spectator: Elinor Porter Swiger, attorney and author of "Youth and the Law"

PM: "Civil Court" (film). Juvenile spectator case: Dr. Gallagher
Student Concerns. Professional sports. Contracts: Ms. Swiger

Thursday, July 24

AM: School Law. How law regulates public education: William R. Hazard, Associate Dean of the School of Education, Northwestern University
School Law (continued): Dr. Hazard

PM: Viewpoints on School Control. Prepare collage representing: students, parents, teachers, school boards: Dr. Gallagher (Presentation, a discussion of viewpoints)

Friday, July 25

AM: Academic Freedom. A dialogue role play by participants: Dr. Gallagher
Evaluation and Review of Institute Program and Format: Dr. Gallagher

PM: School Law: Rights and Responsibilities of Parents, Teachers, Students: Dr. Hazard
School Law (continued): Dr. Hazard

The Justice in America section prepares secondary school teachers to teach a full-year course to high school students in place of such traditional social studies courses as civics or problems of democracy. This course provides an in-depth examination of many key legal issues facing young Americans today: youth and the law, criminal law, poverty and welfare, and consumer law, including credit concepts and contract buying. Techniques include case studies, role playing, simulation, values clarification, and group discussion. A typical week at the 1975 Summer Institute is outlined below. Again, the morning program was held from 8:30 to 11:45; the afternoon from 12:30 to 3:45.

Monday, July 21
- AM: Police and Law. The role of police in contemporary society. Simulation: "Police Patrol": Mr. Robert Jones, Investigator, Chicago Police Department
- PM: Juvenile Rights. The juvenile system. Comparison of the adult and juvenile systems. Selected case studies -- In re Gault, McKiever v. Penna.: Patrick McAnany, Associate Professor of Criminal Justice, University of Illinois

Tuesday, July 22
- AM: The Judiciary and the American Political System. Functions of the judiciary. Jurisdiction of the Supreme Court: William Julavits, Associate Professor of Law, University of Maine at Portland
- PM: The Need for Law. Why we have laws. The importance of procedure. Simulation: "Procedure the Essence of Justice": Shirley Baugher, Associate Director of LIASF
  - Separation of Powers. Theory and practice. Selected case studies: Professor Julavits
  - Dramatization: "The Devil and the Chief Justice": Dr. Baugher

Wednesday, July 23
- AM: Free Expression. The right to free expression in and out of the courts. Selected case studies -- Tinker v. Des Moines, Barnette v. Board of Education: Professor Julavits
- PM: Equal Protection; Equal Opportunity. An examination of 14th Amendment Due Process Clause. Equal opportunity for education: Professor Julavits
  - Group Discussion. Film: "The Eye of the Storm": Dr. Baugher

Thursday, July 24
- AM: Youth and the Law. The right of youth to education. The responsibility of the teacher. Selected case studies -- Peter Doe, Wisconsin v. Yoder, Goss v. Lopez: Professor Julavits
- PM: How to Prepare and Conduct a Mock Trial. Film: "Civil Court." Trying a case on students' rights: Dr. Baugher

Friday, July 25
- AM: Youth and the Law. Mock Trial: students' rights. Enactment and debriefing: Dr. Baugher, Professor Julavits, and participants
- PM: Projects and Evaluation: Dr. Baugher

The Justice in America section for juvenile corrections personnel emphasizes content most germane to the juvenile offender. These include the juvenile justice system, police, criminal law, students' rights, as well as landlord/tenant law and consumer law. Teaching methods emphasize simulations, role playing and case studies.

The Constitutional Law section for secondary social studies teachers focuses primarily on constitutional law, with emphasis on the role of the individual in the American legal system. Within this framework four main areas are studied: equal protection and equal opportunity, free religious and political expression, the rights of the accused, and the judicial system and procedures as related to other branches of government. Techniques employed include case reasoning, mock trials, group discussion, role playing, and case studies.

The Adult Corrections Field Services section prepares adult corrections personnel in guiding adult offenders toward a positive role in society. Content emphasis includes criminal law, consumer law, housing law, landlord/tenant relationships, the workings of public aid, and employment agencies.

General Format of the Summer Institute

For three weeks, five days a week, six hours a day, participants receive instruction in substantive law and educational methodology. The time of instruction is evenly divided between these two areas. In total, participants receive approximately 45 hours of instruction in substantive areas of the law and 45 hours in methodology.

Section sizes average 15-20 members. This size permits participants to engage in thorough examinations of content, whether legal or educational.

At the 1975 Summer Institute, the most widely accredited teacher education institute in the country, participants could elect to receive up to nine quarter hours of graduate or undergraduate credit from any of nine universities. Thus, this three week program gives students the equivalent of up to three graduate courses of credit. Universities extending academic credit include DePaul University, Indiana State University, Michigan State University, Northern Illinois University, Northwestern University, Sangamon State University, Southern Illinois University, the University of Illinois, and Western Illinois University.

As a number of universities initiate their programs of law-focused education at the summer institute, as well as send faculty members as participants, they accredit the institute. Multiple accreditation allows the participant a greater choice of universities. This can become important if the participant is presently enrolled in one of these universities, or if he seeks to transfer credit to another university. Since some universities are selective in accepting credit from other institutions, giving the participant a greater choice among universities increases the chances that his participation at the institute will further his own academic program.

Some 54 other institutes offered throughout the United States since 1971 have been patterned after this institute and organized and taught by personnel trained in Chicago. These include institutes in Maine, Massachusetts, New Jersey, New York, Ohio, Indiana, Illinois, Alabama, Mississippi, Missouri, Texas, Colorado, Oregon, Washington, California, Oklahoma, Michigan, Connecticut, and Georgia.

The "Ripple" Effect of the Summer Institute

One of the major purposes of past institutes is to organize local law-focused education projects. Groups coming from project areas (generally a large school system or a countywide area) usually include one person designated as project director.

It is the project director's duty to oversee and organize the work of the local project following completion of the work at the summer institute. Frequently this means putting on a local summer institute. At such an institute, participants trained at the LIASF institute in Chicago often work as the education specialists. As these people have usually spent the previous year teaching law-focused education courses in their schools, they have had practical experience.

These teachers and the project director also work together in soliciting the support of local law enforcement personnel. An example of this process is the Rockford Project. The report given below was extracted from "The Final Report on the Illinois Law-Focused Education Project."

> In the summer of 1973, nine members of the Rockford Project attended the 8th Summer Institute in Law-Focused Education. The following two summers, teachers trained at the 8th Summer Institute helped to establish and conduct Rockford's own 3-week summer institute. This institute trained elementary, junior high, and high school teachers in law-focused education.
>
> The main organizers of the Rockford Summer Institute have been Mr. Harvey Share, Director of the Rockford Project and Dr. Guy Leekley, Professor at Northern Illinois University. Through the efforts of Dr. Leekley, the summer institute was extended academic credit of 3 hours by Northern Illinois University.
>
> To augment their summer institute, Dr. Leekley and Mr. Share, since the fall of 1974, have run a fall course which goes into greater depth in the substantive areas of law initially covered at their summer institute. This course is also accredited for 3 hours at Northern Illinois University. Through the fall course and the summer institute, over 75 teachers have received instruction in law-focused education.
>
> The obvious thrust of the Rockford Project has been in the public schools. Generally, students from 4th to 12th grades receive at least some instruction in law-focused education weekly. Instruction has greatly benefited from the materials written by LIASF National Center staff. These materials include the *Trailmarks of Liberty*, the *Justice in America* series, and the two filmstrip series entitled "Foundations of Justice" and "In Search of Justice."
>
> Also greatly benefiting classroom instruction has been the magnificent cooperation of Mr. John Holmstrom, past president and current member of the Winnebago County Bar Association, the Judges of the Associate and

Full Circuit Court, and the Rockford Police Department, especially Captain Harold Peterson, head of the Youth Community Services Division. These men and the institutions they represent have given unselfishly of their time. Frequently, real-life judges have presided over classroom mock trials, and real-life attorneys have served as prosecutors and defense counsellors.

A 16-minute filmstrip with commentary describing the history of the Rockford Project is available by writing to the Rockford Director.

Evaluation of Impact of Summer Institute

To evaluate the effect of the summer institute, evaluators have used such indices as measureable changes in teachers' knowledge and attitudes and similar changes among their students. Results from independent evaluators have concluded that as a result of the summer institute training:

(1) teachers have improved their teaching skills;

(2) communication between teachers and students has improved;

(3) students in experimental groups have learned considerably more than students in control groups;

(4) students in experimental groups, using the materials and techniques developed at the summer institute, exhibited much more positive attitudes toward the law, the courts, and the role of citizens, than students in control groups not using the materials.

A project director seeking to begin the evaluation process should seek the assistance of specialists in educational research. It has been the practice of the LIASF to make requests for proposals from these specialists, who are frequently found at universities with schools of education. Proposals are then evaluated according to the quality of the experimental design and the cost of evaluation.

Summary

The accomplishments of the LIASF's summer institutes have been the result of the intelligence and cooperation of judges, attorneys, educators, and law enforcement personnel who have made determined efforts to reach the young with a positive program of reform. Should the same spirit of cooperation and concern for the nation's youth continue, the program of law-focused education will prosper in other areas of the country and include increasing numbers of today's students.

We hope that those who have read this article with the idea of initiating teacher education programs in their own area will have benefited. It has been the experience of the LIASF that law enforcement personnel from the cop on the beat to the judge on the bench, as well as academics, from the law school student to the dean of the law school, have an instinctive desire to work with educators in promoting understanding about our legal system to today's youth.

Field Experience Programs

Todd Clark and Richard Weintraub

The Constitutional Rights Foundation (CRF) has been developing programs in law-related education for 13 years. Beginning with the development and publication of *The Bill of Rights: A Source Book for Teachers* as a joint project of CRF and the California State Board of Education, the organization has engaged in a growing number of activities and developed new approaches to teacher in-service training, curriculum development, and classroom instruction. Over the years it has become increasingly clear that while many new and exciting materials have been developed for the classroom, a gap will always exist between what students learn about law in the classroom and what lawyers, law enforcement officers, and other professionals experience in the field. While that is not an original insight, it did stimulate us to develop programs providing teachers and students with experiences in the community that will help them bridge the gap between theory and practice.

What Field Experience Programs Are and Why They're Needed

In law-related education, field experience programs are simply attempts to get teachers and youngsters out of the classroom and into the community, where they can observe defense attorneys, prosecutors, policemen, and other representatives of the justice system as they go about their daily duties, and have the opportunity to talk with them about their roles, their perceptions of law, and other relevant topics. We feel that such programs are essential in helping young people form positive attitudes toward the justice system. Research has shown that youngsters believe that rules and an ordered society are necessary. However, they will not accept authority or the force of law without question. If they are to support the system, they must believe that rules come into being with

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the consent of those to be governed, that rules are enforced fairly and without discrimination, and that society is willing to change outmoded rules. It isn't enough to merely assert that our society is living up to these tenets—kids must be given the opportunity to see the law and legal process in action, to decide for themselves if our system is functioning fairly. If students have the opportunity to observe/meet/talk with professionals involved in the legal system, we believe they may come to a new appreciation for the complexity of their work and the difficulty of assuring justice. And if they continue to feel that the system must be changed, their criticism will be based on greater understanding, and they will be in a far better position to make constructive suggestions for reform.

We have found that field experience programs often have an unexpected side benefit. The programs are principally designed to help teachers and students better understand the administration of justice, but they have also had significant impact on the justice agencies themselves. Students and teachers participating in programs keep personal journals describing their experiences, and summaries of these journals are presented to the heads of each agency. In addition, participants have a chance to meet with the agency heads. As a result of these meetings and of the personal journal summaries, the agencies are able to identify some problems regarding their own performance. They also receive input, from a more human perspective, on the way in which they are perceived by an outside group unfamiliar with their activities.

CRF's Use of Field Experiences

Our first field experience program was developed as an extension course for teachers which carried credit through UCLA Extension. Offered as an open enrollment class for teachers interested in law education in the greater Los Angeles area, the first program was presented during Christmas vacation in 1972. Sixty junior and senior high school teachers enrolled for credit and spent 10 days in classroom and field experience work in the justice system of Los Angeles County. A law professor from UCLA served as the substantive expert for the program, and CRF staff led the organizational and methodological sections of the course. The participants spent most of their time in the field on a series of assignments working with justice agency personnel. Before it was possible to offer the program, it was necessary to secure the cooperation of all appropriate justice agencies in Los Angeles County.

As a result of the success of this first program, additional classes have been presented for teachers which have been equally well received. For example, using the same concept we have developed other programs aimed principally at senior high school teachers. We have also developed field experience programs for students. Although it would be impossible for every student in a community to participate extensively in a field experience program, a limited number of students can participate and then use their experiences as the basis for peer or cross-age teaching of other students. In this manner, the experiences of a few can be multiplied many times over to effectively familiarize others with the organization and operation of the criminal justice system.

While we have not worked extensively at providing field experiences in other branches of government (e.g., legislative branches, mental health and welfare agencies), we do intend to carry out such a program at a later date. For those interested in such an approach, we recommend that they become acquainted with the work of the Institute for Political/Legal Education, directed by Barry Lefkowitz in New Jersey. (See the article on pp. 116-130 for a description of the Institute's teacher education program.)

A Sample Field Experience Program for Teachers

In this section, we'll comment on one of our 10-day field experience programs for teachers (see schedule on next page) and make some general recommendations on field experience programs. It is important to point out that 10 days isn't necessarily the optimum period of time for a field experience program. In addition, the days don't have to be consecutive, but could be spread out over a longer period of time. We hold our workshop on consecutive days for the same reason that we hold it in August. We want to give teachers a concentrated dose of field experiences so that they will be charged up when they return to school and will begin integrating law into their curriculum and taking advantage of resources we have introduced them to. (Another reason for the August time is that a lot of teachers teach summer school, which begins quite early in the summer in L.A. The time we chose allows teachers at least a week between the end of summer school and the beginning of the workshop and leaves another week between the end of the workshop and the beginning of the school year.)

We chose the agencies we did because we wanted to introduce teachers to the justice system. Should your field experience objectives deal with another portion of the governmental system, you would substitute, in a logical sequence, the organizations and agencies appropriate to that area. We believe that the field study process can effectively be applied to any aspect of the governmental system.

Orientation

At least one day should be used for scheduling individuals into the various agencies and providing a detailed substantive introduction to the system to be studied. It is a good idea to assign participants to agencies nearest their home and school. Be sure to provide each person with the names, phone numbers, and addresses of the individuals with whom they will be working. Each participant should be advised at the first day's session to confirm the time and place of every meeting with agency personnel the day prior to the visit and to advise the individual if emergencies arise which make the visit impossible.

You may also wish to pass out materials such as:

a. personal journals (one for each program day for each participant)
b. first-day instructions
c. daily schedules
d. education materials (bibliography, film lists, etc.)
e. lists of individual teachers who will visit each agency
f. public relations materials

A law professor, an attorney in criminal practice, a criminologist, or another specialist in the administration of justice would be an appropriate person to provide the substantive introduction to the system. Since most of the information will be new and of interest to participants, it is important that ample time be provided for questions at the end of the presentation. It is also useful to duplicate and distribute a flow chart of the system similar to those found in *The Challenge of Crime in a Free Society, Report of the President's Commission on Law Enforcement and the Administration of Justice* (1967). This book is available from the Government Printing Office. It can also be used as an introductory text for the program or as a reference source.

During the orientation, it is important that participants formulate a series of questions regarding the administration of justice to which answers can be sought during the field experiences. This is an essential task if the field experiences are to be significant.

UCLA Extension Course, August, 1976
Sponsored By
Constitutional Rights Foundation

RATIONALE--Since the rising crime rate is affecting an ever-increasing percentage of the population, the Constitutional Rights Foundation feels that both the need and desire exist on the part of the general public for education regarding the criminal justice system, causes of crime, and the administration of justice. It is our opinion that participatory education is one of the most effective methods for individuals to acquire meaningful information about the criminal justice process.

Consequently, we have designed a 10 session course which will alternate between field experiences, simulations of procedures within the system, and substantive information presented by appropriate resource persons in on-campus classes.

SCHEDULE

Session 1-Cause of crime in Los Angeles--Speaker possibilities: Supervisor James Hayes, District Attorney.John Van de Kamp

Session 2-Law Enforcement--Field experiences designed to increase citizen awareness of function and problems of law enforcement officers: a) Police ride-along; b) Visits to local precinct stations to view booking, car assignments, watch changes and briefings of officers; c) ACLU Police Complaint Center

Session 3-In Class--Debriefing of police field experiences with resource people such as: police officers, judges, deputy district attorneys; Police Patrol simulation to increase understanding of and examine attitudes towards the daily problems faced by policemen

Session 4-Entire group visits Night Court to see how justice is administered in that level of court which affects a large number of the population

Field Experiences

It is vital that this program not be planned as a series of field trips for the group. Ideally, no more than five persons should be scheduled to a given agency or group on any single day. It should be indicated to the receiving group that the visitors may need a brief general introduction to the organization and responsibility of the agency, but that the bulk of the time should be spent with working deputies handling different aspects of the job so that a realistic view of the agency can emerge. For example, in field experiences with police, participants should be assigned to policemen who do as many different kinds of work as possible. Some of the group should be assigned to ride in patrol cars, others should spend time with detectives or traffic investigators, others should work with community relations officers, and still others should spend their time with personnel in communications or other appropriate police activities.

Encourage agency representatives to serve as resource experts rather than as

Session 5-Discussion of Night Court experiences with a judge who has sat in Night Court; The Jury Game--A simulation of the voir dire process. The game is designed to develop an appreciation for the function of the jury in the legal process today, with particular emphasis on the problem of bias in the part of jurors. Resource people: litigation attorneys

Session 6-Field Experiences--A look at correctional facilities and community-based rehabilitation-diversion centers. Facilities for both adults and juveniles to be included. Visits to be offered: Camp Kilpatrick, Juvenile Hall, Sybil Brand Institute, County Jail Pre-trial Release Office, SPACE program, Pacific Lodge

Session 7-In Class--Debrief field experiences; class participation in simulated sentencing activity. Resource people:
a) Representative of the California Youth Authority-Bob Smith;
b) Calif. Rehabilitation Center, Corrections Officer, Cheryl Stark; c) Ex-Offenders-Bill Hanks; d) Criminal Courts Judge-Ronald George

Session 8-Juvenile Court in class activity--Kids in Crisis, a role-playing game based upon actual case studies in which participants portray judges, attorneys, probation officers, parents and young people appearing in juvenile court. Resource people: probation officers, juvenile attorneys, juvenile court judges

Session 9-In Class; a look at legal services provided through clinics (provate and public) to the indigent and the middle class; Resource people: attorneys from legal clinics

Session 10-Coping with Crime--a look at those mechanisms used by individuals in today's society to cope with their own fears of crime, with emphasis on: proposed legislation--retrial of juvenile offenders as adults in extreme cases; problems of elderly; problems of victims; neighborhood programs to reduce crime lecturers. You might wish to suggest to your research experts that they:

a. provide a case involving a young person which relates to the subject or questions raised and let the teachers decide how to handle the case by putting them in the shoes of the police officer, judge, lawyer, etc.
b. role play or simulate an incident involving a juvenile meeting his/her attorney for the first time, a police officer dealing with a juvenile, etc.

Each group should be scheduled for and expected to spend an entire working day or shift in each agency. While this may not always be possible, a normal pattern of activity should be presented.

After completing their field assignments, teachers should be encouraged to stay in touch with the personnel with whom they've worked. For example, teachers should invite agency resource people to attend their classes to help increase the level of understanding of others about how the system functions.

At each agency, teachers should seek answers to the questions developed on the first day. They should also keep a personal journal for each day (see sample journal form). Data to be recorded in the journal should include a summary of what they observed on their visit and a separate section in which they record their feelings about the people and environment. In the second section, they should try to imagine how it would feel to be a regular client of the agency. The journal entry for each day should be completed as soon after the visit as possible, so that memories will still be fresh.

PERSONAL JOURNAL

This journal is designed to provide a way of better understanding your many experiences during the in-service program. At the end of each day, please complete this journal. It will help us to improve the program.

DIRECTIONS: Use the left-hand column to describe your day with a justice agency (What did you do? What did you see? Where did you go?). Use the right-hand column to describe your feelings about the day (How did you feel about the day's activities? about the people you met?). Please do not write on the back of the sheet. Use additional pages if necessary.

WHAT I DID	HOW I FELT

The Final Session (How Well Does the System Work?)

This activity should provide participants the opportunity to talk with a panel of the high-ranking representatives of all participating agencies. The discussion should concentrate on the questions developed during the orientation, with plenty of opportunity for participants to express their feelings as to how well or badly the system is achieving its objectives.

Tying Field Experiences to the Classroom

Throughout the program, time should be set aside for a continuing discussion of ways to integrate what has been learned into the classroom. For example, a portion of the orientation session should be devoted to a discussion of ways in which the information to be gathered during the field experiences can be used later on. Similarly, at least half of the final session should be devoted to discussing ways in which the information that has been acquired can be applied to a classroom and ways of using representatives of participating organizations and agencies as classroom resources. In addition, it is possible to build an education component into each of the field experiences. As the schedule shows, our participants spend about half of their time with us in class, debriefing experiences. These sessions readily lend themselves to discussions of ways to teach effectively about the justice system.

In our program, the educational component is offered by members of our staff, all of whom are former teachers. We try to keep this portion of the program most informal, because we believe the teachers have a lot to tell us, and that all of us—staff and participants alike—should feel that we can learn from each other. We try to help out by providing suggested activities and lesson plans, but we make it clear that these are not the final word, and participants are encouraged to discuss how they would adapt or alter them. Similarly, when we play simulations such as *Police Patrol,* our staff doesn't lead the activity, but rather encourages participants to become leaders.

DEVELOPING A FIELD EXPERIENCE PROGRAM

In planning a field experience program either for teachers or students, we suggest the following steps. It is important to point out that since so many individuals and groups must work together to make field experience programs successful, administrative details must be given careful attention. Nothing can do more harm to otherwise successful programs than frustration and disappointment caused by sloppy or inadequate attention to administrative detail.

Deciding on Goals and Objectives

To avoid wasted time and duplication of effort, prepare a list of general goals and specific objectives that you expect your program to achieve. You may be tempted to try to achieve too much in the time and with the resources available, so limit your objectives to the few which are most attainable. For example, it is reasonable to expect that participants will be able to discover the specific function of each justice agency, understand the role of key people in each agency, and gain some understanding of their routine operations. It is unrealistic, however, to expect a single field experience to change the attitudes of teachers or of officials of the justice agency, and even more unrealistic to expect anyone's behavior to be changed as a result of the experience.

Making a Resource Assessment

Who will be responsible for the program? How much staff time is required to organize and administer the activity? How can students be more effectively utilized to help identify and coordinate resources in their own communities? Which organizations and agencies must take part if the program is to achieve its objectives? Which individuals can be asked to lend their support to the organization of the program and its implementation?

The answers to these questions obviously will vary greatly depending on the program. In Los Angeles, the entire citywide field experience program—teacher in-service and student field experiences and peer teaching—is handled by three full time persons and one half time person. The project director handles in-service and general administration; the field coordinator assists teachers in arranging contacts with justice agencies; the curriculum writer's duties are self-explanatory; and the educational advisor (the part time person) is a trouble shooter, focusing mostly on contacts with heads of agencies. As you can see, the bulk of these persons deal with implementing field experiences as part of the curriculum for students. This year, with the curriculum completed, we will implement the program with two and a half staff slots.

In many other school districts, an even smaller staff would be needed. For example, in the San Juan District (Sacramento) the entire program is run by one full time person and one part time person. And, as contacts are firmly established and precedents are set, the staff size might be further reduced.

In addition, using volunteers can reduce the number of paid staff persons. For example, we have experimented with assigning community volunteers to each school to handle such administrative details as arranging dates for students to visit justice agencies, arranging transportation, and duplicating materials. If community volunteers are unavailable, a secretary in each school might handle these matters as part of his regular responsibilities.

Don't be afraid to use students as a resource in teacher education and in the classroom. In our program, students are demonstrating more and more lessons and activities for teachers. They serve as a model for the teachers and can help them translate activities into language that students can understand. In addition, they can play an important role in implementing field experiences in the classroom. Since teachers may have five other classes in addition to the field experience program, they may not have time to arrange field experiences. Students can help by determining which justice agencies they want to visit, what they want to learn, and when they want to make such visits. They can then make contact with appropriate justice officials and take care of much (or all) of the administrative details regarding the field experiences. After all, the ultimate goal of our program is to make students more responsible, and there is no better way of building responsibility than to give students practice at it. We think students are such a valuable resource that a portion of the teacher education program is devoted to telling teachers how they can make the most of this help.

As for the organizations and agencies that can be involved, when we first began, in 1972, cooperating agencies and districts included the city and county schools, the District Attorney's office, the Public Defender's office, the Department of Community Services, the local office of the California Youth Authority, the Probation Department, the Superior Court, the Sheriff's Department, and five suburban police departments and the California Highway Patrol. Since then, we've made an attempt to broaden the kinds of groups involved in the program. We were afraid that we were including only "establishment" groups, and that we were omitting groups that might provide a useful critical perspective on the justice system. That's why we've added such groups as Synanon (a drug treatment center), Alcoholics Anonymous, a variety of public and private ex-offender groups, and the National Lawyers Guild and other lawyers' groups that specialize in legal services for the poor and have many criticisms of the justice system as we know it.

As for individuals who can be asked to support the program, the most important are lawyers. Lawyers can speak in the classroom, can assist in mock trials, and can be crucial to organizing field experiences in courtrooms and a variety of other settings. Another group of individuals who are important are former staff members of justice agencies. For example, a public defender who has left the agency may be able to speak candidly to teachers and students and give them a more accurate sense of the strengths and limitations of the agency.

Determining Program Cost

The field experience program is one of the least expensive approaches to teacher education. It can be offered at minimal cost since the organizations and agencies taking part do so during their regular work assignment. If the program is offered as a part of teacher in-service education and carries in-service credit, the administrative costs will be considered a part of the regular operating costs for such programs and will be supported by school district budgets. If it carries a college/university credit, it can be supported by participant fees.

Don't forget that these administrative costs can be kept down by assigning tasks wherever possible to volunteers or regular staff as part of their normal duties.

Putting It Down On Paper

In a few pages, prepare a brief project prospectus containing the following sections:

a. the need for the program
b. program goals and objectives
c. program organization

d. program timetable (e.g., when will in-service take place? when will classroom implementation take place?)
e. list of participants—organizations and agencies
f. target group—teachers and/or students
g. program costs in time and money
h. program abstract—a summary of no more than 200 words to be attached as a first page of the prospectus

Developing Project Support

Your prospectus, of course, is designed to present the idea as attractively as possible. However, it cannot do the job alone. You will want to meet personally with as many influential persons as possible.

One way to begin is to identify a few persons in the community who can open doors to key persons in school systems and justice agencies. For example, a lawyer in the community might be a school board member and might have close ties to the local bar association. He or she might also know some important people in such justice agencies as the prosecutor's office. If you can persuade three or four people like this to support the program, you will find that they can help you meet with most of the individuals whom you believe can assist in making the program a reality (the school superintendent, the police chief, judges, school principals, etc.).

At these meetings, make as effective a presentation as possible and request the endorsement and help of these persons. Incidentally, it's a good idea to ask for a letter of support. Such letters document their interest and commitment, and will make clear to all parties how they propose to help. These letters are most useful in seeking funding and in seeking the support of other groups.

Instead of individual meetings, or in addition to these meetings, you may wish to gather representatives of the interested groups and agencies together. At such a meeting, common concerns can be voiced and plans can be made. Perhaps a board of directors (or advisory commission or steering committee) can be set up. One way to organize such a meeting is to request that one of the influential persons you have dealt with call together representatives of all organizations and agencies necessary to carry out the project. These individuals should be provided with copies of the proposal prior to the meeting.

Winning the Support of Administrators/Selecting Participants

If the required support is forthcoming and approval is given for the initiation of the project, your next step may be to win the support of school principals and other administrators. A good way to begin is to ask the superintendent of schools to authorize schools in the system to participate in the program, and to have the central office send all members of social studies departments an announcement describing the program.

In Los Angeles, the next step was for a member of our staff to directly contact each building principal (and many social studies department chairmen) and request their cooperation in the program. We feel that this program must be strictly voluntary. If schools are forced to participate, there is every likelihood that the program will fail. Instead, we try to persuade administrators that the program is a worthwhile pedagogical innovation that will yield positive publicity for participating schools.

Rather than asking them to implement a full program right from the start, we ask only that a pilot be established in each school. We offer to train one teacher from the school, and to assist him in integrating field experience into a course for a single year. There is absolutely no cost to the school for this service. We provide in-service training, audio-visual materials, curriculum materials, speakers, and assistance in arranging field trips. At the end of the year, the school has the option of continuing the program or dropping it. If they continue, their only obligation is to purchase student materials for the program (amounting to about $10.00 per student). We have found that almost all principals are receptive to trying the program on a pilot basis, and that almost all pilots choose to continue.

That leaves the question of who shall be chosen to participate in the teacher education program. In our first year, we tried to select outstanding teachers from each school. We found that this caused some problems with principals, who may have felt that their authority within the school was being undermined. In addition, choosing outstanding teachers may work against the program's expansion, since other teachers may feel that they could not make the program work as well as the teachers who were chosen. As a result of these considerations, we have altered our procedure, and now ask the principal (or the department head or the department meeting as a group) to designate the teacher to participate in the program. We find that we get a good cross-section this way, and, if we're doing our job, we think we can make almost all of these teachers—innovative and traditional, young and old—see the value of field experiences and integrate them into their teaching.

Organizing the Program

Here are some steps that might prove useful to you as you set about organizing the program:

1. Choose the persons who will act as formal instructors for the course. Some possibilities are education specialists, law professors, and justice agency representatives. The coordinator of the program, in conjunction with the instructor or instructors, can design a course outline to be submitted for university (extension) credit.
2. If you haven't already set up a governing body for the program, write to the heads of agencies cooperating in the program and ask each one to select a representative to act as liaison with the program. Inform them that a planning meeting has been scheduled, and request the attendance of the liaison.
3. At this meeting, discuss the teacher education workshop and the role of each agency. Also decide how many participants each agency will accept on a single day. At the meeting, each one of the agency representatives should

receive a packet of materials. Included should be:

  - a. "draft memorandum for justice agency staff," for use with members of their staff
  - b. background information on the sponsoring organization, if applicable
  - c. a set of materials
  - d. workshop brochure
  - e. sample news release
  - f. forms to be used in making assignments to each agency

4. Send a letter to the heads of each agency requesting their participation in the final session of the workshop.
5. To take advantage of the interest the media will have in an innovative program such as this, prepare press releases for every major newspaper, television station, and radio station in the area. Also send out reminders and requests for coverage about one week prior to the initiation of the course. Take every opportunity to participate in live radio and television broadcasts.
6. Additional suggestions:

a. At the completion of the program, a letter should be sent to all agency heads thanking them for their representative's participation in the program. (These letters of praise will become part of the representatives' permanent file, and so will be most helpful to them.) Request that the program be offered at a later time with their cooperation.

b. Encourage total attendance of agency representatives at a final evaluation meeting.

c. Do not overwhelm any agency by asking them to accept too many participants—work out a number together.

d. The media prefers to cover only police; encourage complete coverage.

e. Do not allow participants to switch their programs at the last minute since agencies will be awaiting assigned teachers only.

f. If the program is offered for credit, a pass/fail grade system should be used in place of letter grades. The course does not really lend itself to letter grades since most of the time will have been devoted to personal observations and reactions.

Evaluation

A great deal of useful anecdotal information can be collected through simple evaluation questionnaires completed by participants and by the receiving groups. The sample instrument used to evaluate a field trip experience gives participants the opportunity to indicate whether or not the field experience was useful. (In addition to completing these questionnaires, they should also submit the data that was collected regarding the questions that were developed at the orientation.) A somewhat similar questionnaire can be developed for participating organizations and agencies, so that they can indicate what they did with participants and their reaction to the outside visitors.

YOUTH AND THE ADMINISTRATION OF JUSTICE PROJECT
CLASSROOM VISIT/FIELD TRIP EXPERIENCE

Name of your school:________________________________

What kind of agency/individual was involved in the experience? (Please check one)

___A police department/officer ___A community/agency representative
___A court/court official ___An attorney
___A corrections facility/officer ___Other (who?)____________

Which of the following phrases best describe your experience with the person or representative of the agency that was involved? (Check one or more)

___"talked down to us" ___"gave us a lot of information"
___"tried to snow us" ___"made use of slides, filmstrips, or other A-V materials"
___"gave us an opportunity to observe a person or persons at work" ___"involved us in a role play or simulation activity"

___"provided us with a tour of the building or agency involved"

___" something else happened" (explain)____________________

Do you feel that you learned anything from the experience?

_____Yes _____No

Who arranged for the classroom visit or field trip? (Check one or more)

___You ___A CRF staff member ___Members of your class

___other (explain)________________________________

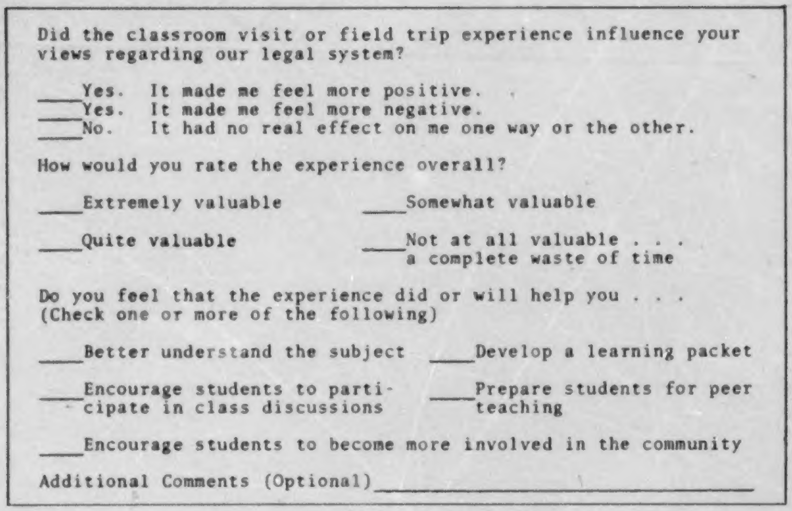
Did you use the Project's Field Book? ____Yes ____No

If yes, what did you think of the book? (Check one)

____Extremely helpful ____Somewhat helpful
___Quite helpful ____Not at all helpful

Following the classroom visit or the field trip experience, what happened? Did you . . . (Check one or more of the following)

____Discuss the experience with your class
____Discuss the experience with other teachers
____Do something else (explain)____________________



Did the classroom visit or field trip experience influence your views regarding our legal system?

____Yes. It made me feel more positive.
____Yes. It made me feel more negative.
____No. It had no real effect on me one way or the other.

How would you rate the experience overall?

____Extremely valuable ____Somewhat valuable

____Quite valuable ____Not at all valuable . . . a complete waste of time

Do you feel that the experience did or will help you . . . (Check one or more of the following)

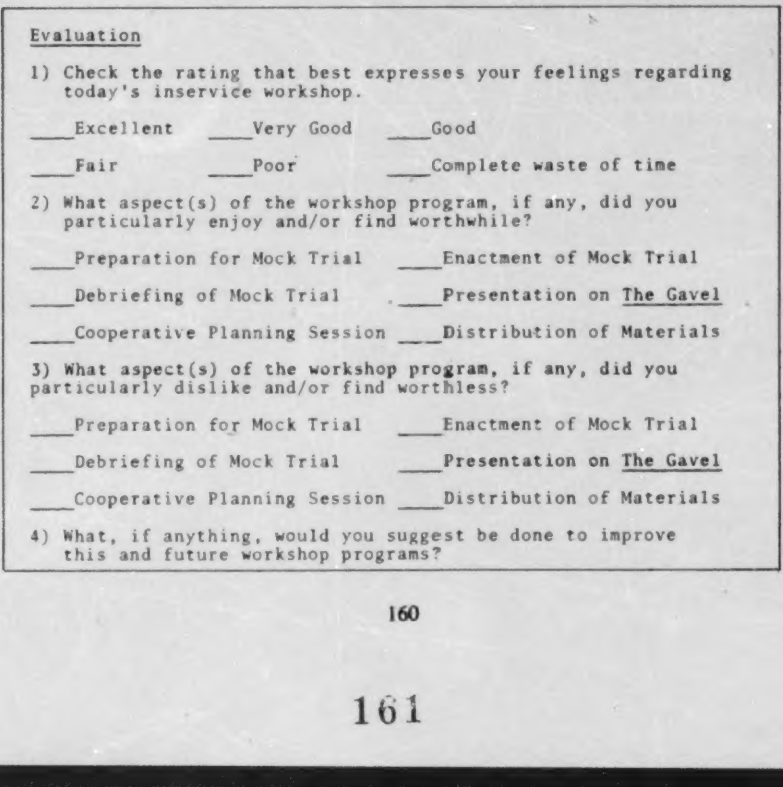
____Better understand the subject ____Develop a learning packet

____Encourage students to participate in class discussions ____Prepare students for peer teaching

____Encourage students to become more involved in the community

Additional Comments (Optional)________________________________

We also try to evaluate the educational component of in-class sessions. The sample form reproduced below gives teachers a chance to tell us which activities they particularly liked or disliked. Notice also that it includes a final open-ended question giving teachers a chance to make suggestions for future programs.



Evaluation

1) Check the rating that best expresses your feelings regarding today's inservice workshop.

____Excellent ____Very Good ____Good

____Fair ____Poor ____Complete waste of time

2) What aspect(s) of the workshop program, if any, did you particularly enjoy and/or find worthwhile?

____Preparation for Mock Trial ____Enactment of Mock Trial

____Debriefing of Mock Trial ____Presentation on The Gavel

____Cooperative Planning Session ____Distribution of Materials

3) What aspect(s) of the workshop program, if any, did you particularly dislike and/or find worthless?

____Preparation for Mock Trial ____Enactment of Mock Trial

____Debriefing of Mock Trial ____Presentation on The Gavel

____Cooperative Planning Session ____Distribution of Materials

4) What, if anything, would you suggest be done to improve this and future workshop programs?

Some Tips on Conducting Field Experience Programs for Teachers

1. Don't be afraid of substance. In the early days of law-related education, we may have been so leery of hitting teachers with too much substantive law that we went too far in the other direction, toward fun and games. Actually, the two are not antithetical. Speakers, field experiences, and readings can provide a great deal of substance, and simulations and other activities can provide both further insights and some good classroom techniques. Wherever possible, we try to combine the two now.
2. Don't be afraid of providing structure. When we began our teacher education program, we gave teachers a wide choice of materials, representing many different approaches to law-related education. This array of possibilities befuddled many teachers. We found that they preferred to have a whole curriculum laid out for them, with objectives, content, and activities specified. However, that doesn't mean that we insist that teachers institute the curriculum fully or that they do it only our way. We make it very clear to them that they are free to modify (or ignore) the curriculum. Many do, but somehow they feel more comfortable knowing that the structure is there.
3. Don't be overambitious. In the early years of our teacher education effort, we may have had too much missionary zeal. We were so enthusiastic about the use of field experiences, and saw so clearly their great potential for change, that we may have made some teachers feel guilty unless they were implementing a whole field experience program. Now we realize that precisely because this is such a far-reaching reform, some teachers will implement it slowly, if at all. Of course, we continue to encourage them wherever possible to take advantage of out-of-classroom activities for their kids, but we are aware that we can't ask too much, and we applaud whatever steps they take.

Conclusion

As we indicated, a field experience program is an innovation that takes some effort to get started. Teachers, administrators, justice system officials, and others will have to be persuaded that these programs are a valuable addition to the traditional course of study. A lot of people will have to cooperate to get the program off the ground, and there'll be logistical problems to work out.

However, we believe that the benefits to be gained from field experience programs far exceed their disadvantages. The cost of such programs is low, students respond enthusiastically, and both teachers and students develop a more accurate and realistic view of the system. In addition, the school develops an important link to community which can be of continuing value both educationally and politically.

For further information about field experience programs for teachers, please consult Todd Clark's booklet *Education for Participation* (see this issue's section on further resources) or get in touch with us at project offices.

The Coordinator Model

Linda Riekes and Sally Mahe Ackerly

For the last six years, a variety of teacher education models have been piloted as part of the Law and Education Project of the St. Louis Public Schools. These have included summer institutes, in-service days, after school workshops, and dinner meetings. None of these programs has been as successful as the one currently in use, the coordinator model.

The coordinator model centers around a trained teacher in law-related studies who works directly with the classroom teacher in his or her classroom for a specific length of time, usually once a week for seven weeks. In addition to introducing teachers to law-related curriculum materials, the coordinator assists teachers through team teaching, securing media resources, planning relevant field trips, working with law-related guest participants, and occasionally demonstrating new or seemingly difficult techniques for the teacher.

Why the Coordinator Model?

The objective of the St. Louis Law and Education Project is to train teachers in law-related education so that they will actually use their knowledge and skills in the classroom with students. Our ultimate goal is that every sixth, seventh, and eighth grade teacher and every upper unit special education teacher will feel comfortable using an activity-oriented approach complete with community resources and community involvement projects.

One of our first tasks was to find a law-related teacher education model that would give the teacher enough self-confidence so that he or she would provide a classroom program in law-related education. Our experience with summer

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institutes, workshops, in-service programs, and other courses indicates that although teachers' response may be extremely favorable, they do not necessarily feel confident in introducing law-related education into their own classrooms. For example, teachers may think a mock trial they participated in was excellent, but then say, "Trying to do it with my students is quite a different matter." Or perhaps teachers thought they could use a certain activity, but in practice had some difficulties in putting it to use in their classes. And, after an institute or workshop is over, you may have almost no idea of which teachers are actually implementing law-related education or whether they're implementing it well.

We discovered that the "coordinator model" assures that the maximum number of trained teachers will actually begin teaching law-related lessons in their classrooms. The crucial difference between this model and the others is that the coordinator comes into the teacher's classroom and can give advice directly tailored to that teacher's course and students. Most educators would agree that ideally teachers should respond to the needs and interests of *each* of their students. If individualized learning is the ideal for the classroom, it should also be the ideal for teacher education. The coordinator model is the most individualized approach to teacher education we know of.

As a result, teachers actually implement law-related education in the classroom. This year we did a survey of the 221 teachers in the St. Louis schools trained last year by the coordinator and found that every one continued to use the activity-oriented approach.

THE COORDINATOR MODEL IN PRACTICE

We have used the coordinator model in the St. Louis Public Schools in grades six through eight and in special education classes. The coordinator meets with the teacher at least once a week at a scheduled time to team teach a 50 minute lesson on a particular area of law-related education. The coordinator can help the teacher in a number of ways. We discuss several types of assistance below, but these by no means exhaust the possibilities.

Introducing Teachers to Materials

In St. Louis, we've made extensive use of the five books we wrote for the *Law in Action* series (West Publishing Company, 1975). Naturally, the model could be used as readily to introduce other materials. Indeed, as coordinators we've introduced teachers to a very wide range of print and nonprint materials.

Teachers in St. Louis choose among the five books in the series: *Juvenile Problems and Law, Courts and Trials, Problems For Young Consumers, Youth, Attitudes and Police,* and *Lawmaking.* During the seven week period the teacher usually uses two books. The books have a variety of teaching techniques, including both fairly traditional lessons and such innovations as simulation games, role playing, mock trials, and silent filmstrips. The flexible nature of the books allows the teacher to move the curriculum into several areas, and the coordinator can be useful in many ways as teachers grow familiar with the new materials. Coordinators can help sequence lessons, discuss how these materials can be used with existing materials, and help deal with any questions of substantive law raised by the materials. At the same time, they can help teachers with the materials' suggested teaching techniques.

Of course, each teacher is ultimately the best judge of how to use the materials. In St. Louis, many teachers have branched out in other interesting directions while continuing to use our materials as a base.

Introducing Teachers to New Techniques

We've found that teachers are occasionally puzzled by some law-related teaching techniques and activities, or may understand the techniques and activities but need help in putting them into practice. Mock trials may be new and scary to some teachers, and role plays may be a little threatening at first.

The coordinator can help by working with the teacher on each unfamiliar activity. Notice that these are not practice sessions at teacher education workshops where other participants must role play students. The coordinator and the teacher work together in the teacher's own classroom, with the teacher's own children. Very rarely does the coordinator have to help the teacher with an activity more than once. After the first time, teachers are usually eager to do it on their own and add some of their own wrinkles.

Helping Develop Community Involvement Projects

The purpose of community involvement projects is to bring the student's classroom life and community life close together, to help students transfer their classroom education to their outside experiences. As coordinators, we know of many successful student projects in sixth through ninth grades. (Most of these projects are included in the *Law in Action* series.) These suggested projects take into consideration the problems of students' transportation and supervision. Many can be completed with minimal out of school activities, and teachers report that projects are quite manageable for both students and themselves.

The coordinator works with students, teachers, and often the principal in planning the first community involvement project. We inform teachers and principals of some possible projects, and suggest ways of finding if there is any project which will particularly appeal to the class in question. Mostly, though, our job is merely to reassure them that these projects can be done and that they in fact raise very few administrative problems.

In addition, students are encouraged to develop their own projects. For example, after looking at the silent filmstrip on lawmaking, one seventh grade class decided to work with their alderman to find out how they could assist with important new bills. A special education class worked with an eighth grade class and a law student to stop consumer fraud in their neighborhood. Another class decided to set up their own juvenile problems help center. The students wrote a proposal to the principal and to the Law and Education Project coordinator and set up a cross-age counseling program. Sessions were held by adult counselors to provide training for student counselors. After they had been trained the student counselors conducted sessions for other students every Tuesday afternoon and Thursday morning. In still another school, seventh and eighth grade classes and special education classes worked together to hold a conference on "Crime, What You Can Do About It." Participants included a lawyer, their alderman, a police officer, and others who helped students develop ideas for community involvement projects in their neighborhood.

Helping with Guest Participants

An important function of the coordinator is to arrange for guests to participate in the classroom. We have a list of good resource people and try to get one who is particularly appropriate for the subject being studied.

We have found that it is important for the guest participant—the lawyer, law student, police officer, juvenile court worker, or consumer expert—to have an activity-oriented lesson plan that is a part of the curriculum rather than to simply answer questions about their special fields. Often in a question and answer session a few verbally aggressive students dominate the conversation with long and involved questions. In these instances, the rest of the students learn very little. In addition, a guest participant may find it difficult not to lecture or to find the right vocabulary. A specific lesson plan for guest participants has resulted in the most successful kind of classroom invovlement, and we work with the teacher to create such a plan for each participant. For example, in a unit on problems for young consumers, students convey their consumer problems through cartoon drawings. The coordinator gives them to the law student or lawyer in advance of the lesson so that he or she can use the students' own cartoons during the classroom activity. We also provide sets of classroom materials for the guest participants, so that they know the specific content that has been studied and have an idea of the students' level of interest and ability.

We generally leave a list of possible participants with the teacher, who by then should know how to best use them and best secure their cooperation. Should there be any questions, however, the coordinator is easy to reach.

Helping Set Up Field Trips

Field trips are an integral part of a law-related curriculum. In our program, for example, before students participate in their own mock trial, they visit the courts, sit in on a trial, talk with the judge, clerk, court stenographers, baliff, and attorneys, and view the grand jury room.

It is important that the first field experience works well. If it doesn't, a teacher may not try another. The coordinator's job is to see that the first time goes as smoothly as possible.

First, the coordinator tries to find the best days for trips. In St. Louis, Mondays in criminal court are generally given over to *voir dire* (jury selection). This process does not provide enough variety for a good field excursion. Fridays, for some reason, are usually boring, perhaps because cases often are being concluded, and students may have missed too much to understand them.

Then, the coordinator should see to all details of the first trip. That means making sure that the class can get into the right courtroom, talk with the judge, and otherwise fully participate.

It's also the coordinator's job to line up some volunteers to help as an additional resource. Often volunteers are parents; sometimes they are police officers or high school students. If law students volunteer, they can assist students with the preparation for their own mock trial and arrange to be in the class on the day it occurs to serve as a resource.

Helping with Tests

Often teachers want to test students, but don't want to give a traditional test for this new and exciting subject matter. The coordinator can help here too.

We've been able to suggest some fun tests. The newsbulletin test is a good example. It features essay questions which can be answered by "editorials" or cartoons. It also includes crossword puzzles to test students' vocabulary. After the students take the "test," teachers grade the papers and, with the assistance of the coordinator, arrange the answers in a newspaper format. The students choose a title for their newspaper, and take it home so that parents can learn what is happening in the law-related classes. Students appear to be more motivated to succeed on these tests than on more conventional tests. The newsbulletins are also sent to judges and lawyers, law students, law-related personnel, and people within the school system, and we think they help build support for law-related education. Teachers have no difficulty in continuing this activity in the absence of the coordinator.

What the Coordinator's Schedule Looks Like

A day in the life of a law-related coordinator might look like this:

8:00—Meeting with curriculum specialists to discuss plans for an in-service workshop

8:30-10:15—A school's eighth grade class is studying *Youth Attitudes and Police*; coordinator assists the teacher with silent filmstrip and community involvement projects

10:30-11:15—Coordinator team teaches lesson on Supreme Court cases with seventh grade teacher from the same school; sets up law professor for next week, as students are extremely interested in case study methods; provides teacher with *Great Cases of Supreme Court* book

11:15-12:00—At the same school, seventh grade teacher and students working on value lines; coordinator shows Hohlbert film, *Who Needs Rules?*, and assists the teacher in value lines from *Lawmaking*

12:00-12:35—Meeting with teachers on mothers' club meeting, community involvement projects, and other questions (coordinator brings the donuts)

1:00-1:45—At another school a special education class has made its own filmstrips on consumer advertising and is showing them to the coordinator before presenting them to a mothers' club meeting the following evening as their community involvement project

1:45-2:30—Eighth grade class at this school is studying *Juvenile Problems* *and Law*; coordinator assists the teacher with role play situation and sets up juvenile police officer to work with class on silent filmstrips about juvenile police procedure

2:30-3:14—Eighth grade students at this school are putting the final touches on their mock civil trial, which they will put on Thursday with a law student as judge and a jury from one of the seventh grade classrooms

3:30-4:30—Coordinator back in office, contacts juvenile police officer and law professor and sends confirming letters; writes students and teacher from special education about the fantastic silent filmstrips they made for their community involvement project; answers other correspondence

Other activities might include putting on training sessions for law students, assisting with newsbulletins, previewing new law-related media, setting up in-service workshops or courses, attending community involvement conferences planned by students, meeting principals and groups of parents, and attending various department meetings. (All are in addition to the coordinator's regular on-site assistance in the classroom.) In order to accommodate these meetings and provide time for arranging for guest participants, 20 percent of the coordinator's time is left free. One year, there were no classes on Monday; another year there were no classes on Monday, Wednesday, and Friday afternoons.

DEVELOPING A COORDINATOR PROGRAM

How do you get a teacher education program like this started? What are some pitfalls? How can you convince administrators that this is an efficient way to produce well trained teachers? How do you keep costs down? Who should be the coordinator? The answers to these and other important questions will obviously vary greatly from district to district. In this section, we try to give you the benefit of our experience and make some general suggestions that we hope will prove useful, but undoubtedly you'll have to make some modifications to make the program right for your system.

How the Model Evolved

We started small, and the model evolved gradually. In the 1971-72 school year, we piloted the model in one junior high school the first semester; in the second semester, we added another junior high school and three elementary schools (K-8). We then expanded to one of the five subdistricts within the St. Louis School District, and finally worked up to a systemwide program. We recommend that you seek such measured growth for your efforts. In the early days, the coordinator can teach part-time, thus keeping costs down and permitting the system to experiment with a new model without risking a lot of money. Starting small will also help the coordinator build expertise and confidence before the program is widely implemented.

The first teachers were entirely self-selected, and news of our program spread by word of mouth. We found that the teachers who came to us and asked to be included were highly motivated. They were stimulating and fun to work with. Beginning with them helped us establish a good track record that was useful in persuading administrators that the program deserved to be expanded.

Initially, we tried to work with teachers only in their free hour, but teachers wanted us in the classroom with them, and so we did it that way. Ideally, we'd like to spend about two hours a week with each teacher. That would allow for an hour in class and an hour out. The hour out could be divided into time for preparation of the lesson, and time afterwards for talking about it and planning the next step. However, because of scheduling difficulties and heavy claims on the coordinator's time, we have rarely approached this ideal. We do, however, try to get in at least a few minutes with the teacher before and after. You'd be surprised what you can accomplish in three minutes between classes.

Currently, the model is being implemented throughout the St. Louis School District with just one coordinator (Linda Riekes). This obviously puts a heavy strain on the coordinator, and thus on the model itself. Our experience suggests that you have to be wary of trying to do too much. Although it is hard to say no, sometimes you have to if you're going to preserve the quality of your program.

Convincing the Powers That Be and Funding the Coordinator Model

In these days of slim budgets, your biggest hurdle will probably be finding the money to support the program. The expense will vary greatly depending on such factors as the extent of the program, the number of coordinators, and the need (if any) for new materials. If law-related materials (including films and filmstrips) are already a part of the school system's permanent curriculum, then the only materials expense would be for supplemental materials (games, mimeographed materials, a newsletter for teachers). These would probably require only about $1,000 for 300 teachers. The coordinator will need a mileage budget, since the job requires a great deal of traveling between schools and to meetings. You'll also need some money for xeroxing, postage, and secretarial assistance. (In St. Louis, with one full-time coordinator, the program requires about ⅓ of the time of a secretary.) The biggest expense, of course, is the coordinator's salary.

In St. Louis, one coordinator has been able to train from 75 to 225 teachers a year. Even the most dedicated coordinator can't really do a good job with more than 200 trainees, and we'd recommend about 100 participants a year as a reasonable figure (that is, about 25 trainees for each seven-week period, with four such periods a year). That means that the per teacher expense (annual cost of the program divided by 100) is apt to seem large, particularly when compared to the per teacher cost of large workshops and other popular teacher education models. However, we believe that this model is a relatively *inexpensive* way of producing teachers who will actually introduce law-related education in their classrooms. As we noted earlier, every one of the more than 200 teachers who participated in the program last year implemented law-related education this year. That means that this teacher education model has an unusually pronounced effect.

Part of your task will be to educate administrators to the advantages of this new model and convince them that money spent on it is money well spent. To make this effort a little easier, here are some ways in which (1) costs can be cut down and (2) more teachers can be reached without spending more money.

One way of cutting initial costs is to make use of a school district's social studies consultants. One of these consultants can be given special training in law-related education and then be assigned to work part-time as the law-related coordinator. This will cost the school system almost nothing, yet it will reach a number of classrooms and constitute a pilot demonstration of the model.

As we've already suggested, law student volunteers can take up some of the coordinator's load. Parents may also volunteer, and teachers who have been in the program constitute another resource. They are often eager to demonstrate activities and help out another teacher at their grade level.

The coordinator may be able to accomplish more on a fixed budget by occasionally training more than one teacher at a time. If two teachers in the same school and at the same grade level are interested, you may be able to combine their classes and team teach a lesson with both. If another interested teacher's free hour coincides, he or she can also be invited. Of course, there is a limit on how much of this you can do, and you do lose the immediacy of working with teachers in their own classroom and with their own students.

Don't forget that the coordinator model can also enrich other teacher education programs. The coordinator, volunteers, and trained teachers form a resource that is most useful for workshops, in-service days, and other programs. These programs can stimulate awareness, provide an opportunity for teachers to share experiences, and in several other ways complement the coordinator model.

Choosing the Coordinator

The coordinator must have rapport with teachers. He/she must understand their concerns and their frustrations, and must be familiar with the social studies curriculum and the kind of students found in the district's schools. Ideally, then, the coordinator should be a teacher in the system who has a good working knowledge of law and has tried out law-related techniques and activities with a variety of students. It would be helpful if the coordinator had had some training at a law-related teacher education program.

There is also the question of how many coordinators you should have. Even at the beginning stages, it might be a good idea to have two or more part-time coordinators. True, you don't want to expand too quickly, but having more than one coordinator would (1) mean that the whole success or failure of the enterprise did not rest on one person; (2) give the coordinators some reinforcement; and (3) make the scheduling a lot easier. With just one coordinator, an unexpected meeting will mean that the coordinator will probably have to cancel classes on that day and either let them go or try to fit them into an already overcrowded schedule.

An inexpensive alternative to another paid coordinator is a volunteer or team of volunteers. It's hard to find volunteers who know about both the law and teaching techniques, however, and that means that part of the coordinator's job will be training the volunteers. In our program, we've been very lucky to have law student volunteers, many of whom have been former teachers. These people have required relatively little training and have taken over a lot of the load. As a means of stimulating such persons to volunteer, we'd suggest that you try to convince a local law school to offer its students some course credit for working as assistant coordinators.

Selecting Participants

We've found that it helps to explain the program to all of the relevant administrators. These persons must understand and support the program if the coordinator is to have full access to the schools and if teachers are to feel free to participate in the program. In St. Louis, the coordinator makes a presentation at the beginning of the school year to the superintendent of each of the five subdistricts. Later, the coordinator makes a presentation at a districtwide principals' meeting. We've found that a slide show demonstrating the model's success works especially well.

As we noted earlier, teachers will probably learn of the program by word of mouth. If teachers who've participated have had good experiences, they'll get their colleagues interested and you'll find a lot of teachers ready to volunteer. To stimulate further interest, we've sometimes made presentations at faculty meetings of individual schools and at parent meetings.

Some Tips for the Coordinator

The most important thing for the coordinator to remember is to be flexible. The coordinator must feel comfortable with a variety of teaching techniques and pedagogical methods, must respect the individual teacher's way of teaching, must remember that law-related education can be implemented in many ways, must learn to make suggestions tactfully and listen to the teacher, and must, above all, be able to give positive reinforcement.

These techniques should help the coordinator and the teacher build a relationship of friendship and trust. If teachers see the coordinator not as a supervisor, or an expert imposed from above, but rather as another teacher who can be a helpful resource, then they'll relax and work more closely with the coordinator. They'll also feel free to call on the coordinator later with questions, requests for further help, or perhaps just with the information that law-related education is going well in their classes and they've worked up some activities the coordinator might be interested in.

CONCLUSION

There are disadvantages in the coordinator model, but we think there are many more advantages. It is true that (1) the coordinator has to remember to team teach as much as possible, lest he/she demonstrate too much and cause the teacher to become too dependent; (2) that the coordinator will have a lot of responsibility and will probably have to be unusually dedicated; and (3) that the concept is new and requires fairly substantial funding. But these problems, we feel, are minor compared to the opportunity to actually implement law-related education with teachers in their own classrooms. Teachers can see how techniques work with their students and can receive assistance with problems immediately. This model also involves students and community resource people from the very beginning. By treating every teacher as a unique human being, this approach provides for individual needs and individual teaching styles. It is a model which provides for the continual growth of teachers. The coordinator is always close at hand should teachers need help on any aspect of law-related education.

While this approach might not be right for every school system or every budget, we believe that at the very least it merits serious consideration by any system seeking effective teacher education. Should you desire more information on the model and our experience with it, please feel free to contact us.

The Maryland Model for an Eight-Step Teacher Education Program

Donald P. Vetter and Gerard W. Paradis

We had several important considerations in designing a teacher education program for our project. Since we knew we couldn't count on exterior funding forever, we wanted to create a model which would not be limited to a particular time period, but rather would grow organically and be capable of renewing and enriching itself. Since the first year of our project was designed to produce a pilot demonstration for possible replication elsewhere, it was essential to create a model which could be readily plugged in to the teacher education efforts of other localities. Since law-related education is a growing, constantly changing subject, we wanted a program that would not be linear and terminal, that would not have a fixed beginning and end, but would be flexible enough to take into account both the different needs of various communities and the changing nature of law studies over the years.

To meet these needs, we designed a multi-part teacher education model in which each activity would reinforce other crucial portions of the system. Awareness programs, for example, would create an interest and a need for further orientation and ultimately intensive teacher education programs; the teacher education programs would create both a need for new materials and an opportunity to begin creating such materials; the new materials would receive widespread dissemination, create new interest, and thus begin the cycle again.

The Maryland project has just completed its first year, and so the long-term impact of the model remains untested. However, we are most pleased by the model's performance to date, and we feel that this sort of carefully sequenced, multi-step program should be explored by law-related education projects seeking a comprehensive teacher education effort.

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The Maryland Project

The Law-Related Education Program for the Schools of Maryland (LREP) was established in February of 1975. Its purpose is to develop a law education program which would serve as a prototype in the state for teacher education and student involvement in curriculum implementation. The program was initially developed in Howard and Carroll Counties, with the ultimate goal of disseminating it throughout the state within five years. The program has been directed by Don Vetter, who has worked part-time on the program while continuing in his regular job as social studies supervisor for Carroll County. The program has been coordinated by Jerry Paradis, a full-time employee of the project and a former teacher in Howard County.

The major source of funding for the program is the Maryland Governor's Commission on Law Enforcement and the Administration of Justice (the state LEAA agency), which contributed a grant of $69,603 for the program's first year. This amount was supplemented by a grant of $8,620 from the Maryland State Department of Education and a $5,000 grant from the Maryland State Bar Association.

The major category in the budget for the first year was personnel compensation and benefits (see Chart 1): over $30,000 was expended to compensate teachers and students for their involvement in the summer workshops; more than $25,000 was budgeted for the salary of the project coordinator and the full-time and part-time office secretaries; and $2,500 was used to pay for substitute teachers. The project was especially fortunate to have $6,000 to organize a law education library and purchase books and audio-visual materials which were used during both the teacher education and classroom implementation phases of the project.

CHART 1

Expenditure Category	Expenditure
Personnel Compensation & Benefits	$64,721
Equipment	1,100
Contractual Services	3,500
Travel	1,300
Consumables	520
Rental Cost	2,000
Law Education Library	6,000
Other Expenses	3,200
TOTAL EXPENDITURE	$82,341

Teacher Education Strategy

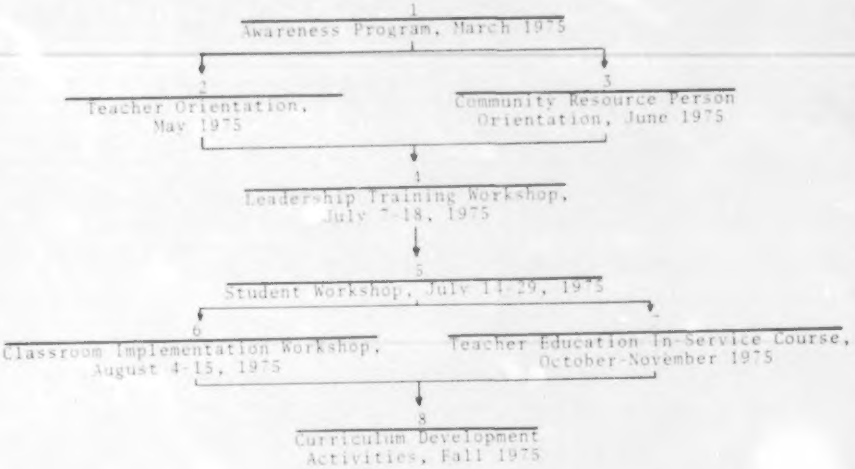
The model developed by the Maryland LREP consists of eight components (Chart 2). The initial teacher education activity was the organization of an extensive law education *awareness* program. This was followed by *orientation* sessions for educators, attorneys, and police which were designed to inform them of the goals of the project and demonstrate appropriate law-related techniques in order to solicit their involvement in the teacher education workshops to be organized by the project staff. The first intensive teacher education program took place in July as a *leadership training workshop* to develop a cadre of leaders to be used as teacher educators in succeeding activities across the state of Maryland. Immediately following this workshop, a *two-week student training program* was held for 11 high school students. It was designed to prepare them to assist elementary teachers in integrating law studies into the social studies program.

Two *teacher implementation workshops* were conducted with the assistance of previously trained teacher leaders. These training experiences focused on the preparation of knowledgable teachers to implement law-related content and techniques in their classrooms. As a culmination of the teacher education activities, a small number of participants in these programs volunteered to *develop law-related curriculum materials* as a means of enriching and extending law studies in middle and high school social studies classrooms. Each of these components is more fully described in the following narrative.

CHART 2

LAW-RELATED EDUCATION PROGRAM FOR THE SCHOOLS OF MARYLAND

Teacher Education Model


1
Awareness Program, March 1975
2
Teacher Orientation, May 1975
3
Community Resource Person Orientation, June 1975
4
Leadership Training Workshop, July 7-18, 1975
5
Student Workshop, July 14-29, 1975
6
Classroom Implementation Workshop, August 4-15, 1975
7
Teacher Education In-Service Course, October-November 1975
8
Curriculum Development Activities, Fall 1975

Step 1: Creating An Awareness

In order to make teachers and others aware of the rationale and goals of the project, and to demonstrate practical classroom application, a seven hour in-service program was organized for over 300 educators, lawyers, and interested citizens in Carroll and Howard Counties. We conducted the program on March 17, 1975, as part of a regular in-service day at Westminster High School. Participants were involved in instructional activities which could be used in elementary and secondary classrooms. They were given a taste of law-related content and strategies, and prepared for what they would find if they chose to receive further training in the subject. For those not choosing to go on, we hoped that the one-day exposure might at least suggest some activities and strategies they could incorporate into their present courses.

We felt that the awareness session was an excellent way to kick-off our program. It gained us a lot of publicity in the community, helped us win the support and commitment of key resource persons, and not only introduced the program to the teachers and administrators who would implement it in our area, but also introduced it to some key people from surrounding counties. Best of all, the awareness session cost our program almost nothing. Though conditions will undoubtedly vary from district to district, your district probably has the resources to put on a similar program at little cost.

This is how we did it.

In the Carroll County system, there are five regular in-service days a year, two in August or September and three scattered through the year. Fortunately for us, one of these in-service days was available shortly after our program was funded. Since these days are required activities for teachers, we had a "captive" audience for our first program, insuring that we would reach every social studies teacher in the system and most elementary school teachers. We were able to use circulars sent out by the board of education to call teachers' attention to the workshop. This publicity cost us nothing. Since this was a regular in-service day, school facilities were made available at no cost. Even the coffee and donuts were contributed by the school system.

We also used the workshop to announce our program to the community. We sent out press releases to local media, and urged them to send reporters, photographers, and film crews. We conducted a press conference before the workshop to answer questions and explain the program more fully. The result was that our program made a big splash, at almost no expense for publicity.

The awareness workshop also provided a wonderful opportunity to begin building our cadre of local resource people. We were able to go to the police, district attorney's office, the bar association, and other groups and tell them that they could assist a one-day program that would reach many Carroll County teachers. We received excellent cooperation from local practitioners in the justice system which enabled us to organize 15 "practical experience" learning labs around the theme "To Reason Why and How." Nearly 40 volunteer resource authorities such as police, attorneys, judges, and legal education teacher-trainers donated their time and efforts to introduce teachers to law-related materials and techniques. Not only did the volunteers contribute their expertise to the program, but they had the opportunity to see law-related education in action. As a result, they became enthusiastic, sharpened their teaching skills, and learned the concerns of teachers and administrators. In addition, we were able to publicize the workshop through the organizations' newsletters and other communications networks, thus informing their members about our efforts and drawing many of them to the workshop.

We also brought in resource persons from national programs, most of whom we had met in May of 1974 at the ABA's regional conference in Washington, D.C. They included Norman Gross of the American Bar Association, Richard Clarke of the California-based Law in a Free Society program, Harriet Bickelman of the Law, Education, and Participation program, and Bill Gibson, a Massachusetts lawyer who was a pioneer in the field. They demonstrated classroom strategies such as socratic questioning, role playing, simulation, and values analysis to provide an understanding of methods currently used to implement law studies by successful programs across the country.

In seeking resource leaders, you might begin with the national organizations in the field. For information on contacting these organizations, see this book's checklist of resources (pp. 220-25). In addition, the ABA can put you in touch with many key people in national, state, and local programs. Many of these programs have funds for dissemination or consulting, and can so underwrite some or all of their expenses. (We wound up paying relatively little to bring in some of the very best people in the field.)

We were also able to get extra mileage out of these people by involving them in planning our teacher education effort. On the night of the awareness program, national leaders met with nine lawyers and educators who had participated in the workshop. This project design and goal-setting meeting was tremendously helpful in making final the objectives, tactical strategies, and evaluation procedures for the year. It was at this time that we decided that a series of orientation sessions should be organized to solicit the involvement of key persons in the teacher education workshops to be conducted in July and August.

Step 2: The Spring Orientation Program

Our orientation program for teachers was designed to inform them of the teacher education program and encourage a sufficient number of high quality teachers to participate. Since this program was crucial to our ability to attract the kind of teachers we wanted, we planned it very carefully. We met first with key elementary and secondary persons in our area whom we knew well and had often worked with. We chose them because we respected their judgement, and knew they were very highly regarded by teachers. This group consisted on the elementary level of principals, assistant principals, and some experienced teachers; on the secondary level, it consisted of social studies department chairmen and experienced social studies teachers.

This group helped us plan our teacher education program. They considered its goals, the sequencing of various elements, and all other essential considerations.

When the planning was complete, we were able to put together an orientation program that would accurately and concisely introduce the program to prospective participants.

The orientation program was held after school (at 4:00 p.m.) in both Carroll and Howard Counties. We sent out many notices of the program, but participation in it was entirely voluntary. At this stage we wanted to identify those teachers who had enough interest in law-related education to willingly give up an hour or two of their time to learn more about it.

About 90 teachers attended the meetings and learned of our plans for the coming summer. We tried to make the program attractive by pointing out that it offered participants a chance to gain statewide exposure of their competencies, as well as to grow professionally through their involvement. However, we wanted to weed out those who might think the program offered advancement without effort, so we pointed out that teachers would have obligations to LREP if they were selected. We recommend that other program developers adopt an equally frank stance as a means of assuring that participants will come to the program prepared to work and to implement law-related education in their own classes. (The specific obligations of participants in our program are described later in this article, on pp. 184-85).

Step 3: Community Resource Persons Orientation

We knew that lawyers were essential to our success. Lawyers were a key to the community support we needed if our program was to work; they constituted a vital and continuing source of expertise (and an inexpensive source as well—all of our lawyers were volunteers); and they could contribute to teacher education, to classroom implementation, and to the planning of the program. We were eventually to win the support and involvement of over 70 percent of the active members of the Carroll County Bar Association. This kind of support doesn't just happen though; it requires the hard work of a number of people.

We were first fortunate to receive the outstanding cooperation of the then-president of this bar association, Mr. James W. Davis. A highly respected attorney, Mr. Davis was directly responsible for the active involvement of the incredibly high percentage of Carroll County lawyers and also the excellent cooperation the project received from the local circuit and district court judges.

A lot of the techniques Mr. Davis used could be replicated elsewhere. He began by working with Rick Boswell, a young lawyer in our community. Rick had become interested in law-related education through attending the ABA's regional conference in Washington, D.C. Rick and Mr. Davis organized a youth education committee of the bar, and then set about winning support for it. Mr. Davis pushed this effort hard. He wrote letters, brought the matter up at bar meetings, and called key people. All of these activities opened doors to us as we set about building support and securing volunteers.

It was our responsibility to follow-up on these opportunities. That meant being willing to meet one-to-one with many lawyers, being willing to often meet at night or on week-ends, and being willing to meet lawyers at home as well as at their office. In these meetings we explained our program, noted the key role that lawyers could play, and solicited help. In the period before the awareness program, we were soliciting the help of lawyers to participate in that program. In the next period, we were soliciting the help of lawyers to put on orientation workshops for other lawyers and for community people.

This effort paid off in some excellent orientation sessions for lawyers. The main focus of these sessions was to solicit the assistance of lawyers in the teacher education programs which were scheduled for the summer. During these sessions lawyers were introduced to the rationale and goals of law-related education, given a frame of reference for their efforts, and involved in a demonstration of selected activities which could be used in the schools. For example, we had them role play various situations, introduced them to the inquiry method, and helped them with open-ended teaching techniques. We showed the film "Right to Live: Who Decides?", which raises a fundamental question in our society in an open-ended way that encourages searching discussion and debate. We hoped that lawyers would feel comfortable with an equally open approach in their own teaching, and most of them did.

We knew that the community contained many other essential resources besides lawyers, and we set about winning their support as well. For example, in preparing for our awareness workshop we worked with local merchants (who were especially concerned with shoplifting) and representatives of the justice system in preparing a presentation called "Maryland vs. Trouble." In this presentation, we used a shoplifting case study to introduce teachers to the juvenile justice process. Representatives of business, police, the courts, the youth services bureau, and others helped illustrate the process from beginning to end.

To follow-up on this excellent beginning, we held orientation meetings for a wide range of community resource people. At these meetings, representatives from law enforcement, the courts, corrections, juvenile services, parole, and probation were exposed to presentations similar to those given before teachers and lawyers. Again, the response was gratifying; each group responded positively to the request for participation in the program.

Throughout the spring, our meetings with individual lawyers and community resource people, as well as the orientation programs themselves, laid the groundwork for the advisory panel for our program. Each person we met with—educators from central offices, administrators, high school students, elementary and secondary classroom teachers, lawyers, and other community resource people—were informal advisors to the program. Each contributed to the planning of important portions of the program, and contributed many practical suggestions. When it came time to constitute our formal advisory board, we had a very large pool of resources from which to choose. Don't forget, however, that before the board could be constituted each potential member had to be contacted and sold on the program. That meant a lot of leg work and phone calls, and a willingness to work long hours, but we're convinced that the benefits are worth far more than the trouble.

Step 4: Leadership Training Workshop

Because LREP was created to establish a model suitable for expansion into all regions of the state, the staff felt the organization of a cadre of teacher educators was a critical step in the program's development. In this way several resource personnel could be mobilized at any time to train at any grade level, K-12, and to go anywhere in the state to carry out this task. In effect, we could rely on a minimum of 20 well trained teachers to help us expand to all parts of Maryland.

We began by identifying top teachers. We asked social studies supervisors, principals, and assistant principals to suggest teachers who were (1) particularly adept in the classroom and had good rapport with students and (2) had the potential to serve as teachers of other teachers. We secured the services of 35 such teachers.

We worked with these teachers at a leadership training workshop that was conducted from July 7 through July 18, 1975 at Westminster High School in Carroll County. The participants (who included 11 students) were paid by the project and attended six hours daily. This payment of $7.00 per hour for teachers and $2.25 for students constituted the major budgetary cost for the project.

In developing this workshop, we wanted to be sure that the participants experienced a wide variety of activities which would assist them in teaching teachers about the law. A true mixture of activities provided a stimulus for the teachers to gain a greater substantive knowledge of the law and to develop law-related techniques and methods which they could employ in future in-service education programs sponsored by LREP.

In general, the workshop concentrated on the study of substantive law in the morning sessions and emphasized the application of this information through a variety of educational methodologies during the afternoon sessions. Included in the faculty for these 10 days were 60 authorities on the criminal justice system, including judges, attorneys, police officers, and correctional department officials. Please refer to the workshop schedule (Chart 3) for further details.

With such a large number of volunteers, we couldn't provide detailed instructions for each person. Therefore, we wrote each a brief cover letter and enclosed a packet containing a letter of instructions including date, time, and place of the session, a map to the site of the workshop, a brief description of each activity, and a list of participants. This packet, about ten pages in length, saved much valuable time that would have been used writing individual letters. In addition, it provided all resource persons with the full agenda, enabling them to see the whole program and thereby gain a better understanding of how their presentations would fit in.

Each day started with a warm-up activity such as a role play, values clarification exercise, or an attitudinal survey. These initial activities not only set the tone for the daily sessions but were directly related to the topic of the day. For example, the activities geared to an examination of the role of the police on days two and three were organized with the goal of creating a feeling of camaraderie. We began with a survey, "Attitudes Toward Police and Authority," from the *Bill of Rights Newsletter*, Fall 1971. After participants finished the survey, they were placed in small groups to exchange ideas about their responses. This enabled them to get acquainted in a nonthreatening way and served to open lines of communication among them.

The third day began with a fantastic ice-breaker—the simulation "Police Patrol." Orchestrated by Jim Davis, president of the local bar association, this

CHART 3

TEACHER TRAINING WORKSHOP SCHEDULE

DAY 1

9:00 AM to 12:00 Noon: Introductory Activities (Staff)
Film: "To Reason Why"; Presentation: What is Law-Related Education?; Pre-Tests, a. Knowledge, b. Attitudes, c. Methodology
1:00 PM to 4:00 PM: Demonstration Lessons (Staff; 2 Lawyers; Police Officer)
Elementary: Pro Se Court
Secondary: Freedom of Speech

DAY 2

9:00 AM to 12:00 Noon: What is Law?: An Overview of the American Legal System (Dean of Law School; Law Professor)
1:00 PM to 4:00 PM: Attitudes Toward Police and Authority: Survey and Small Group Discussions (Staff; 2 Lawyers; Police Officer)
Teachers' Work Session

DAY 3

9:00 AM to 12:00 Noon: Police: "Police Patrol" Simulation (Staff; Lawyer; Maryland State Police; Howard County Police Chief)
1:00 PM to 4:00 PM: Panel Discussion: Reaction to Film "Cops" (2 Lawyers; 2 Police; Executive Director, Maryland A.C.L.U.)
Teachers' Work Session

DAY 4

9:00 AM to 4:00 PM: Field Experience. Each participant selected one of the following sites: Circuit Court, Youth Service Bureau, District Court, Juvenile Court, Maryland Penitentiary, Police Ride-along, Baltimore Sun Crime Beat, Legal Aid Society, Waxter's Children Center, Institute for Women

DAY 5

9:00 AM to 12:00 Noon: Debrief Field Experience (Staff; Attorney)
High School Teachers: Street Law Project (Ed O'Brien, Washington, D.C.)
Middle School Teachers: Law in Action Series (Linda Riekes, St. Louis)
Elementary Teachers: Work Session
1:00 PM to 4:00 PM: Mock Trial (Judge; Ed O'Brien; 3 Lawyers)
Facility: Carroll County Courthouse
Evaluation of Week 1 of Workshop

activity required local and state police to role play ordinary citizens, and participants to role play police. It fostered a relaxed but happy and educationally exciting learning environment. After this activity, the teachers and students became a relatively united whole rather than an assemblage of splinter groups based on previous associations.

TEACHER TRAINING WORKSHOP SCHEDULE (Continued)

Day 6

9:00 AM to 12:00 Noon: Corrections: Prison Reform and Alternatives to Incarceration (Warden-Maryland State Penitentiary; Penitentiary Staff)
1:00 PM to 4:00 PM: Parole: "Parole Board" Simulation; Values Clarification Activities; Prisoners' Bill of Rights (Staff; Maryland Supervisor of Parole and Probation)

Day 7

9:00 AM to 12:00 Noon: Juvenile Justice: An Overview of Juvenile Law (Juvenile Court Judge)
Follow-up Activity: People Learning Stations on the Juvenile Justice System (Resource Persons: 2 Lawyers; 3 Juvenile Service Reps.; 2 Youth Service Bureau Reps.)
1:00 PM to 4:00 PM: Teachers' Work Session (Resource Persons: 2 Lawyers)

Day 8

9:00 AM to 12:00 Noon: Students' Rights and Responsibilities Case Study Approach (Karen Knopp, Institute for Political/Legal Education in New Jersey; Representative, Maryland State Department of Education)
Simulation on Students Rights
1:00 PM to 4:00 PM: Elementary Techniques (Harriet Bickelman, LEAP in Philadelphia; Susan Davison, ABA in Chicago)
Secondary Teachers: Work Session

Day 9

9:00 AM to 12:00 Noon: Teachers' Rights and Responsibilities: Point/Counterpoint Debate (Executive Director, Maryland A.C.L.U.; Parent and President, Citizens Advocating Responsible Education; Moderator; Workshop Participant)
1:00 PM to 4:00 PM: Teacher's Work Session (Resource Persons: 2 Lawyers)

Day 10

9:00 AM to 12:00 Noon: Civil Law: People Learning Stations (9 Lawyers on Selected Civil Law Topics: Contracts, Negligence, Marriage, Divorce, Real Property, Wills)
1:00 PM to 4:00 PM: Final Evaluation
a. Workshop Organization and Activities
b. Post-test on Knowledge, Attitudes, and Methodology

Because the staff was attempting to promote involvement and to generate discussion between the community resource people and the participants, several sessions were planned to be deliberately controversial. After "Police Patrol," a film entitled "Cops" was shown to a panel composed of police officials, a prosecuting attorney, a public defender, a district court judge, and the executive director of the Maryland Civil Liberties Union. Each panel member reacted to the central theme of the film, police brutality, then answered questions from the audience. The session was scheduled to last 90 minutes. It was so interesting and beneficial to the teachers that it was allowed to continue for three hours. We felt that the ability to be flexible in programming a workshop such as this was vital to its success.

Another good way of using community resource persons is to set up what we call "people learning centers." For example, on the last day of this workshop we had nine attorneys simultaneously offering information on various areas of civil law. Each attorney was given a portion of a large room, spoke for about 20 minutes or so on his topic (wills, divorce, etc.), and then answered questions. Each then repeated the program for a new group of participants. Participants could circulate from one to the other at will, and generally visited two or three of the sessions. This gave participants a lot of choice, and it also meant that each session was small (no more than 10 participants to a session), allowing plenty of opportunity for questions and exchange of ideas.

Since a major purpose of the workshop was developing a group of teacher-trainers, we arranged for a number of national authorities to assist us in training the cadre. Susan Davison of the ABA staff and Harriet Bickelman of project LEAP demonstrated a wide variety of techniques to the elementary teachers. Linda Riekes presented her *Law in Action Series* to upper elementary and middle school teachers, while Ed O'Brien introduced high school teachers to the Street Law project. The opportunity to work with such dynamic and knowledgable leaders in the field was tremendously valuable to the participants. The teachers were enlightened as to how they could assist other teachers, and they gained a much clearer perception of their teacher-trainer role through the efforts of these people.

As with the persons we brought in for our awareness program, we had identified most of these national figures at the ABA's regional conference. We were able to bring them in at relatively little cost. Many were able to pay all or a portion of their own expenses, and we were not required to pay an honorarium to anyone. Generally, we offered to serve without charge as resource persons at their workshops if they would bear their own expenses for coming to our workshop. This professional courtesy worked well for us, and we would recommend it to other program developers.

To reinforce the need for thorough preparation on the part of teacher-trainers, participants were asked to develop at least one plan to be used to instruct other teachers at their grade level about law-related concepts, techniques, and methods. We had an ample supply of materials on hand and we made several afternoons available for the express purpose of creating plans. These plans could be used in many different kinds of teacher education programs as well as in classrooms to supplement existing curricula. Plans dealt with such subjects as free speech, student and teacher rights and responsibilities, plea bargaining, the role of the courts, the role of the police, moral dilemmas, and the question of who controls ocean resources. These plans form the core of our project's handbook for teachers (*Involvement: A Practical Guide for Teachers on Law-Related Methodologies*). For information about this book, see pp. 224-25.

These plans were valuable because they enabled the staff to call upon specific grade level or content area teachers to demonstrate their techniques in future workshops, at in-service programs, and at faculty meetings. The concept of classroom teachers training other teachers has met with a great deal of success. Perhaps this is because teachers are sometimes intimidated by high powered consultants who are hired to present a new teaching strategy. However, they are generally comfortable and relaxed in a peer teaching situation, and this leads to positive acceptance of the new ideas and a greater desire to implement them in the classroom.

Step 5: The Student Workshop

We felt all along that students must have an important role in planning and carrying out our program. There were several reasons for this belief. First, students are the ultimate target of law-related education and should have a large say in designing such programs. (Customers ought to help develop products intended for them.) Second, properly prepared students could constitute yet another valuable resource for the program. Third, getting kids involved might be good in itself. If kids thought that they were performing a needed service, they would feel good about themselves and feel that they were capable of making a real contribution. As it turned out, our student program worked on all these counts.

We began by asking social studies department chairmen, social studies supervisors, and principals to submit the names of particularly good high school students. We got about six names from each school. Then we had an orientation meeting for the kids who were suggested. We discussed what their role in the program would be and answered questions. We then selected 11 from those who indicated interest. We chose students who seemed self-reliant, who had their own transportation, and who had the consent of their parents.

These 11 juniors and seniors (representing six high schools in Carroll and Howard Counties) were invited to attend five sessions of the Leadership Training Workshop. In addition, from July 23 to July 29, 1975, the students participated in their own workshop. During this workshop week, the staff, teacher-leaders, and outside consultants functioned as a training team to clarify lesson plan organization, develop public speaking skills, and demonstrate appropriate classroom techniques and implementation procedures.

The purpose of this workshop was threefold. First it was designed to train students in preparing lessons for assisting elementary school teachers in implementing law-related studies in grades three through five during the 1975-76 school year. The students were to be available to elementary teachers throughout the school year. We chose these grade levels for two reasons: (1) we thought it was important to give the student program a focus by preparing students principally for a specific task; and (2) we felt that the elementary portion of our program would inevitably require more careful attention than the secondary program, so we were delighted to give elementary teachers this extra resource. The project acted as the agent between teachers and students and ensured that the dates, times, directions, and other details were communicated.

The second purpose of the workshop was to prepare students to demonstrate their lessons to faculties, participants of other workshops, and the general public. They were, in effect, being trained to teach teachers. Finally, they could be used as aides for a high school law-related minicourse or unit if the teacher were so inclined.

This segment of the program has been extremely successful and well received by teachers, students (both high school and elementary school), parents, and the community in general. At this time, students have taught over 50 law-related lessons to approximately 800 elementary school children in over 20 schools in the pilot area. In addition, the students were involved in the Attorney General's Eighth Annual Conference on Crime. Francis Burch, the Attorney General for the state of Maryland, asked LREP to assist in planning and implementing the program. Six students conducted the "Police Patrol" simulation for about 250 students, teachers, lawyers, policemen, and judges. Here was an example of peer teaching that was evaluated as extremely exciting.

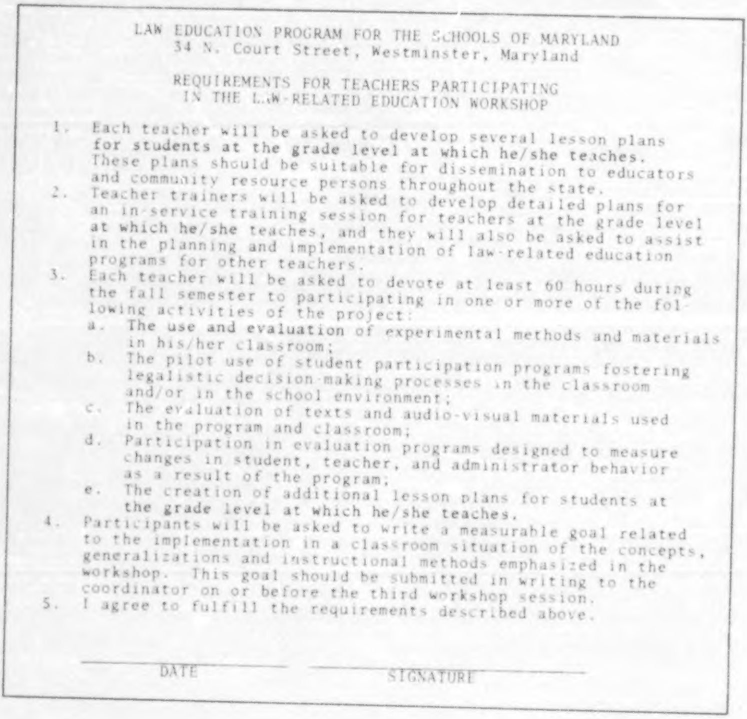
Step 6: Teacher Implementation Workshop

The next phase of the teacher education program was a workshop conducted for two weeks in August. The emphasis was on the preparation of knowledgeable elementary and secondary social studies teachers to implement law-related content and techniques in their classrooms. Enrollment was open to all area teachers, and about 32 educators from Howard and Carroll Counties attended. The format was similar to the Leadership Training Program described in step four, and many resource people from all levels of the legal system were instrumental in the training of these participants. About a third of the sessions were offered by teachers trained in the earlier workshop.

We wanted to make sure that everyone being trained would actually implement law-related education, so all LREP participants were held accountable through a formal written agreement for meeting certain basic requirements. (The agreement is reproduced on the next page.) Teachers were asked to devote at least 60 hours during the fall semester to law-related education. Because we were always on the lookout for persons who might become teacher educators, we also sought to identify teachers with leadership potential. To that end, teachers were requested to analyze their present social studies curriculum guides and were given time during the afternoon sessions of the workshop to create at least two law-related lessons designed to improve their instructional programs. To ensure the legal accuracy of these lessons, several local attorneys volunteered their time to act as resource persons.

Since the teachers represented elementary, middle, and high school levels, these lessons served to enrich the entire K-12 social studies curriculum. For example, lessons have been developed for first grade on the need for laws in our society and for fourth grade on the role of attorneys in the legal system. "Law in Puritan New England" is an historically-oriented middle school lesson. In an issue-focused lesson for high school entitled "Morality of War," Harry S. Truman is put on trial by students for his decision to drop the atomic bomb in 1945. These lessons will join those of teacher-leaders in *Involvement: A Practical Guide for Teachers on Law-Related Methodologies.* This guide will then be disseminated along with a project model to each school district in the state of Maryland.

Another facet of the training, not mentioned earlier but in fact an integral part of all LREP training programs, was the establishment of personalized field experiences (see, for example, days 4 and 5 on Chart 3). In order to provide a degree of first-hand knowledge of the legal system, LREP sponsored field trips to 10 separate sites in the state of Maryland. Each participant was given an opportunity to select at least one field experience from wide-ranging choices including



LAW EDUCATION PROGRAM FOR THE SCHOOLS OF MARYLAND
34 N. Court Street, Westminster, Maryland

REQUIREMENTS FOR TEACHERS PARTICIPATING
IN THE LAW-RELATED EDUCATION WORKSHOP

1. Each teacher will be asked to develop several lesson plans for students at the grade level at which he/she teaches. These plans should be suitable for dissemination to educators and community resource persons throughout the state.
2. Teacher trainers will be asked to develop detailed plans for an in-service training session for teachers at the grade level at which he/she teaches, and they will also be asked to assist in the planning and implementation of law-related education programs for other teachers.
3. Each teacher will be asked to devote at least 60 hours during the fall semester to participating in one or more of the following activities of the project:
   a. The use and evaluation of experimental methods and materials in his/her classroom;
   b. The pilot use of student participation programs fostering legalistic decision-making processes in the classroom and/or in the school environment;
   c. The evaluation of texts and audio-visual materials used in the program and classroom;
   d. Participation in evaluation programs designed to measure changes in student, teacher, and administrator behavior as a result of the program;
   e. The creation of additional lesson plans for students at the grade level at which he/she teaches.
4. Participants will be asked to write a measurable goal related to the implementation in a classroom situation of the concepts, generalizations and instructional methods emphasized in the workshop. This goal should be submitted in writing to the coordinator on or before the third workshop session.
5. I agree to fulfill the requirements described above.

DATE
SIGNATURE

the Maryland State Penitentiary, the Baltimore City Juvenile Court, the Maryland Institute for Women, the Thomas Waxter's Children's Center and a local or state-sponsored police ride-along. Moreover, each participant was required to attend a trial at his county's circuit or district court. This activity culminated in a debriefing session conducted by the presiding judge and a local volunteer attorney.

To many of the teachers, these exciting experiences represented the highlight of the program. They were conducted early in the workshop in order to provide an extended opportunity for participants to get to know each other. After a full day in the field, teachers had an interesting experience to share with others, and this proved to be significant in lowering barriers to effective communication.

Step 7: In-Service Course

In the fall, we offered an eight-week in-service course closely modeled on the teacher implementation workshop conducted in August. We felt that an in-service program during the school year was needed for several reasons. First, it would involve many teachers for the first time and thus spread the word on law-related education. Second, it would be a means of continuing the involvement of teacher-leaders, lawyers, and other key resource persons. Finally, it would help the project maintain its visibility, and so help our follow-up efforts.

The fall program was a clear success. Through the cooperative efforts of the Maryland State Department of Education and Western Maryland College, participants were able to select as an enticement for enrollment either state department in-service credit at no cost or graduate school credit at a cost of $50.00 per credit hour. The response was outstanding. Fifty-four teachers, assistant principals, and principals participated in the program. It appeared that word was spreading that the project had something useful for school personnel to learn and had an interesting method of presenting it.

In offering a training program during the school year, you have to vary your procedures slightly. Because meetings were held on work nights, we felt participants wouldn't want to drive far. Therefore, we broke the group in two and held meetings one evening a week for the Howard County participants and one evening a week for Carroll County people. The classes were held in a public school building. On two occasions the classes were merged for an all-day Saturday session. We did this when we had particularly good resource persons, so that they would have to make only one presentation.

Because field experiences were such a critical factor in the success of previous training sessions, we wanted to offer them as part of the in-service program. However, teachers were expected to be in their classes on work days. To get around this obstacle to sending educators on all-day excursions, LREP bore the cost of substitute teachers. This enabled each member of the course to participate in two law-related field experiences.

Here are several tips to keep in mind when organizing an in-service program. It's important to keep the program as short as possible. Classes on work nights or weekends sap the energy of participants, and enthusiasm diminishes over time.

Therefore, try to compress the program and accomplish your objective in relatively few weeks. Also, these sessions will inevitably be less intense than summer sessions, and it's a good idea to keep them loose and informal. Remember that it just isn't possible to accomplish as much in this format, but that you can do a great deal and have a good time in the process.

Step 8: Curriculum Development

According to YEFC's *Law-Related Education in America: Guidelines for the Future,* ". . . teachers have two principal problems in participating in law-related education programs: (1) lack of knowledge about law and the legal process and (2) lack of confidence in teaching the subjects." Other problems frequently encountered by teachers were "inability to take time from other subject areas, lack of encouragement or support from school authorities, lack of time to prepare to teach a new subject, and lack of materials."

We had alleviated many of these problems by teacher education workshops, the creation of a law education library with instructional material available on loan, and the development of a "hot line" system permitting teachers to contact a community resource authority to help them respond accurately to difficult legal questions that arise in class. However, it was still important for us to address the problem, "lack of time to prepare to teach a new subject . . . "

Accordingly, after carefully reviewing the commercially developed law-related materials, we saw a need to create our own instructional packages geared to local curricula. We felt these packages would constitute an essential follow-up activity. They would provide elements of a uniform law-related curriculum (while providing for flexibility from teacher to teacher and school to school). They would reach directly into the classroom, providing teachers with activities they could implement immediately. Best of all, they would have a large impact at relatively little cost.

The most complex package, *Crime and Justice*, is a curriculum guide for a nine-week minicourse. Focusing on the criminal justice system, the curriculum guide systematically approaches the study of crime, law enforcement, courts, and corrections. This course is designed to be an elective which can be adapted to a semester length. Since the curriculum guide is quite detailed (it is 150 pages long), and since more than 50 activities are described, we believe that this course will be relatively easy to implement.

Our second curriculum project was a three-week learning activity package on the theme "Students' Rights and Responsibilities." It is designed to help middle and high school students understand why they have certain rights in school, and stresses the responsibilities that accompany rights. This package is individualized. It contains a pre-test keyed to the objectives of the unit. The test will indicate where each student needs work, and the unit is flexible enough to allow concentration on those areas. It is self-pacing, with students working at their own rate towards the objectives of the unit.

In order to present a curriculum which is relevant to young people, two documents were created in juvenile justice. One of these is a six-week unit, designed for upper elementary and middle school students, and prepared in cooperation with local and state representatives of the Department of Juvenile Services and the Legal Aid Bureau. It highlights the juvenile justice system in general, but emphasizes the Maryland system of handling the problems of juveniles and the law.

The other is a teacher's guide prepared to accompany a 40-minute media presentation entitled "Maryland versus Trouble." The videotape provides a realistic scenario involving the shoplifting case discussed earlier. The activities detailed in the teacher's guide and the specific objectives upon which they are based provide the student with sources and resources that clarify the rights of the individual in the juvenile justice system.

This spring we piloted these materials in classrooms in Carroll and Howard Counties. Pilot teachers were asked to assess the strengths and weaknesses of the units by means of a curriculum analysis form. After careful evaluation of the analytical critiques, the units will be revised, upgraded, and readied for publication. We expect that the guides will be available during the 1976 fall semester.

Here are some things we've learned in creating these curriculum units. (1) Curriculum can't be written in teachers' spare time. You must give teachers the time to create units, even if that means paying for substitutes so they can be freed from their teaching duties for a period of days. (2) Curriculum development is a joint project. We involved exemplary teachers, lawyers, and community representatives, and our staff was there to serve in a problem-solving role. These resources should be involved all the way along. For example, it is best if lawyers are available to critique materials in the process of development, not after they have been developed. (3) All participants should have specific goals in mind, and each should know what his contribution is expected to be. Don't be vague: make sure participants know the purpose of units, their length, their limitations, etc. (4) Be realistic in allocating time for this activity. Don't ask participants for more than they can deliver. Set up a reasonable number of working days, and stick to this schedule if at all possible. Nothing will sabotage a joint project faster than hassles about when the next working day will be.

The Follow-Up Program

Probably the single most important—and most difficult—thing for a program of this nature to do is to sustain the interest and enthusiasm of the trainees and transfer it into a long range commitment. How can you be sure that teachers are using the methods, knowledge, and resources they were trained to use? How can you encourage them to do so?

As we noted at the beginning of the article, our model was designed to create a mutually reinforcing system, in which each component would build on previous stages and prepare the way for subsequent stages. Nonetheless, follow-up is so important that you shouldn't assume it will happen automatically, no matter how well designed your system is. Therefore, we paid special attention to a number of crucial factors influencing follow-up. They were, briefly:

—The agreement that participants signed committing them to a certain amount of classroom implementation;

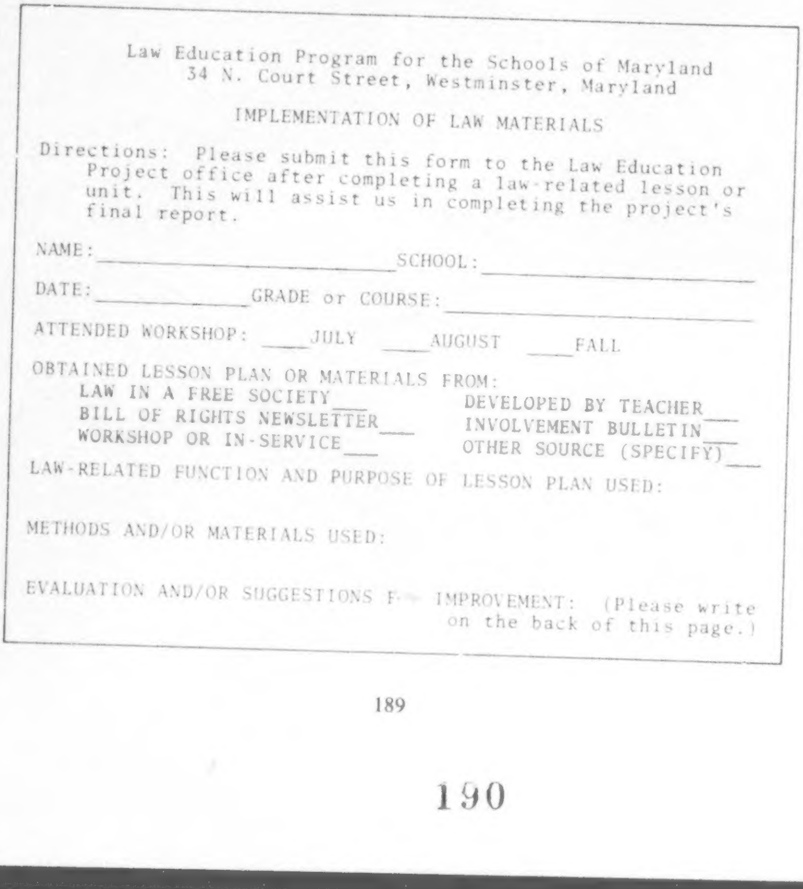
—The form participants were asked to fill out each time they implemented a lesson or unit (this form is reproduced below);

—The cadre of teacher-leaders, a resource for sustaining interest and carrying the training to their own faculties (many teacher-leaders voluntarily offered workshops at in-service meetings of their own schools, sometimes showing films and filmstrips borrowed from the project's library; in addition, some principals, on their own, used in-service meetings to demonstrate law-related activities and share materials);

—Trained students, a resource particularly attractive to classroom teachers considering implementing law-related lessons;

—The activities of the program staff, including providing assistance to teachers in their classrooms;

—The holding of regular in-service meetings to bring together participants, to discuss successes and failures, and to allow staff to share the latest in materials and activities.



Law Education Program for the Schools of Maryland
34 N. Court Street, Westminster, Maryland

IMPLEMENTATION OF LAW MATERIALS

Directions: Please submit this form to the Law Education Project office after completing a law-related lesson or unit. This will assist us in completing the project's final report.

NAME:____________________ SCHOOL:____________________

DATE:____________ GRADE or COURSE:____________________

ATTENDED WORKSHOP: ____JULY ____AUGUST ____FALL

OBTAINED LESSON PLAN OR MATERIALS FROM:

LAW IN A FREE SOCIETY___ DEVELOPED BY TEACHER___
BILL OF RIGHTS NEWSLETTER___ INVOLVEMENT BULLETIN___
WORKSHOP OR IN-SERVICE___ OTHER SOURCE (SPECIFY)___

LAW-RELATED FUNCTION AND PURPOSE OF LESSON PLAN USED:

METHODS AND/OR MATERIALS USED:

EVALUATION AND/OR SUGGESTIONS FOR IMPROVEMENT: (Please write on the back of this page.)

Long Range Plans

As we noted earlier, one of our main purposes in designing this model was creating a program that would be easily exportable to other areas of the state. While we can't go into these plans at great length here, we've discussed them briefly so that you can see how this model might lend itself to expansion.

In the next five years, LREP hopes to make an impact in each school system in the state of Maryland. The proposed method of meeting this goal would be to establish a law education center for one year in each of the four regional areas and in Baltimore. From these centers, the staff would train administrators and teachers to adapt the LREP model to their local needs.

Working in conjunction with the local education agency, LREP would then be able to:

—Create teacher and administrator training programs for levels K-12;
—Develop a strategy to facilitate the integration of law-related studies into existing local curricula;
—Facilitate classroom implementation of law-related education;
—Foster the involvement and support of law-related community resource people;
—Establish training programs for community resource people so they may be better able to work with students, teachers and administrators; and
—Develop law-related curriculum units for all grade levels.

Before LREP opens its operations in a new region, it will hire a full-time person with a legal background to act as the coordinator for the program. This person will assist the director in organizing and implementing a series of in-service programs for teachers, administrators, and students designed to give them the knowledge and the skills necessary to support a curriculum in law education. Also, he or she will develop a base of community assistance through the involvement of the bar association, law enforcement agencies, the courts, and other interested community groups.

In order to insure the continuation of the program after its first year in a given area (when the regional center will move to another area), the program would employ a part-time person from a local educational agency to act as a regional coordinator following the initial impact year. This would enable the area to continue to pursue the goals and objectives that LREP was able to introduce during the year of its physical and total presence. The staff believes this will be a major factor in institutionalizing law-related education in school systems across the state.

Suggestions

The following is a checklist of steps that we think should be addressed by anyone considering developing this type of teacher education program.

I. Preliminary Planning Stage
    A. Conduct a well organized awareness/motivational conference
    B. Conduct orientation sessions for:
        1. Teachers and administrators
        2. Community resource people
        3. Students

C. Develop a rapport with the community leaders—especially an influential attorney from the local bar association
D. Create several advisory committees and seek their input
  1. Attorneys, police, and other justice system representatives
  2. Teachers and administrators
  3. High school students

II. Elements of a Workshop
A. Topical warm-ups
B. Student involvement
C. A leadership training focus to develop a cadre
D. A classroom implementation focus
E. Community involvement
F. Field trips
G. The involvement of other law-related projects

III. Follow-up
A. Conduct workshops, in-service days, and seminars
B. Hold curriculum development days
C. Create a formal agreement between participants and staff
D. Spend time observing and interviewing
E. Communicate frequently via telephone and mail
F. Encourage teachers to invite high school students into their elementary schools

Conclusion

Since we have only completed a little more than one year of a five-year project, we have had to speculate about certain aspects of our model, and particularly about its long range impact and exportability to other school systems. With this caveat aside, however, we feel that we can speak from experience in recommending our model. Naturally, the model will require modifications for other localities, and different levels of funding will require further alterations. However, we believe that it offers a sound, integrated approach to developing a comprehensive program, one that touches all the bases, from curriculum development to teacher education, from building community resources to providing for follow-up. Because of its comprehensive nature and its track record to date, we'd urge you to consider the essential features of this model when developing your own project.

Putting It All Together: The Cincinnati Experience

David T. Naylor

Law-related teacher education programs generally offer either intensive summer programs or once-a-week programs during the school year. Each of these models has its special advantages; each can make an essential contribution to law-related education. It isn't necessary to choose between them, though, because the two approaches can readily complement each other. My purpose in this article is to discuss how our program in Cincinnati has integrated these two approaches to teacher education, and to suggest some possibilities for program developers in other localities who seek to create a comprehensive teacher education effort.

The Cincinnati Program

The Cincinnati Center for Law-Related Education was established in April, 1973, for the purpose of developing a systematic and comprehensive K-12 program of law-related education for teachers and students in the greater Cincinnati-Hamilton County, Ohio area. In addition to teacher education, the Center develops curriculum materials, serves as a clearinghouse for law-related information, publishes a newsletter, arranges for classroom speakers and field experiences, and engages in periodic and systematic evaluation of each of the various Center services.

Since its inception, the Center has been staffed by a full-time executive director holding an academic appointment at the University of Cincinnati's College of Education and Home Economics. Center staff includes a full-time secretary, and, during its first two years, included a part-time graduate assistant. It is governed by a 15-member Board of Directors representing a broad coalition of constituencies within the greater Cincinnati area.

Grants from the Law Enforcement Assistance Administration (LEAA), as administered through its local agency, provide the major portion of Center funds. These grants are supplemented by the state of Ohio, the Cincinnati Bar Association, and the University of Cincinnati.

David T. Naylor is Executive Director of the Center for Law-Related Education. He is also an assistant professor at the University of Cincinnati's College of Education. The address of the Center is 635 Pharmacy Building, University of Cincinnati, Cincinnati, Ohio 45221. Its telephone number is 513-475-3982.

The Community-Based Model

One of the keys to our comprehensive program is our community-based focus. The Cincinnati Center is committed to servicing a specific, delimited geographic area, one which encompasses a number of different public, parochial, and private schools. Being a community-based program gives us many advantages, especially in recruitment, the nature of teacher education, and the effects of teacher education upon students.

In cooperation with the University of Cincinnati's College of Education and Home Economics, the Cincinnati Center provides two principal programs of in-service teacher education. One program, the multiple week training model, involves a series of three quarter hour graduate level courses. The other, the summer institute model, consists of an intensive, four-week, eight quarter hour graduate level training program.

We believe that being a local, community-based program helps us coordinate these two programs. As opposed to teacher education programs that recruit on a national, regional, or state basis, the Center is more likely to involve teachers in both of its training programs. For example, those who participate in the summer institute may choose to continue their law studies training by enrolling in one or more of the 10-week courses offered by the Center during the regular academic year. Such an opportunity serves to sustain teacher interest and involvement in law-related education as well as to enhance teacher competency.

Our community base helps us bring teacher education to teachers. Though the Center's summer institute is held on the campus of the University of Cincinnati, the 10-week courses are held at host schools strategically located throughout Hamilton County. These locations are changed every year or two. Using area schools as "centers" to house specific courses affords ease of access, improves publicity and teacher awareness, and increases the chance that educators within the host school system or contiguous school systems will participate in a training program.

A community-based project benefits greatly from what may be termed the "ripple effect." Teachers who have participated in one or more teacher education programs are likely to be enthused, tend to proselytize for the program, and thus stimulate other members of their department or school to become involved. Not only have many social studies teachers become involved in Cincinnati Center training programs in this manner, but so have teachers of business education, home economics, language arts, and special education. The ripple effect not only tends to increase the number and types of teachers enrolling in a training program, but it also serves to stimulate the introduction of law studies within the particular school.

Our community base helps us capitalize upon local experiences and resource persons. Substantive law presentations are provided by local attorneys, judges, law enforcement officers, corrections officials, and others. By supplementing theoretical discussions with an examination of local laws, structures, procedures, and agencies, and by sharing experiences that are at least vaguely familiar to participating teachers, the resource persons who serve as the substantive law faculty provide an effective means to aid teachers in bridging the gap between theory and reality.

The community base also enables us to offer field experiences as an integral part of our program. The police ride-along is our most important field experience. All participating educators in both training programs may elect to ride on a regular evening tour of duty with a member of the Cincinnati Police Division. This participant-observer experience affords a first-hand look at police work in a major urban area and participants regard it as one of the most valuable components of the Center's training programs. The perspective it provides of police work and community life is unmatched by any theoretical classroom discussion.

Improving teacher skills in teaching law studies is stressed in virtually all training programs, but actual classroom implementation poses a more difficult problem. A community-based program which involves significant numbers of area teachers and administrators, especially within a particular school district, enhances the possibilities of classroom implementation. In such situations, teachers are more readily able to find opportunities to share their experiences in teaching law-related education with other members of the professional staff, to identify areas of the curriculum in which such instruction may be incorporated, to ascertain what resources are already available within the school, and to obtain support for the purchase of new materials. Administrative and collegial familiarity with law-related education—combined with a nearby, readily accessible, university teacher education center to provide continuing support—are important assets for those seeking to integrate law into the existing curriculum and implement new course offerings in law-related studies.

Our community base also helps us provide direct aid to teachers in their classrooms. For example, the Cincinnati Center offers a law resource personnel service to all county educators. Through this service, attorneys, judges, law enforcement officers, corrections officials, ex-offenders, and others are available to consult with teachers or to visit individual classrooms and schools to speak with students and teachers concerning particular areas of interest or concern. Field experiences are also arranged for students to visit local courts, witness trials, and discuss those proceedings with the actual judges involved. Such services, frequently unavailable given a larger service area, supplement teacher education programs by providing continuing support to teachers as they seek to implement law studies in their schools and classrooms.

The Multiple Week Training Model

One of the Cincinnati Center's principal methods of teacher education is the multi-week course or series of sessions over a number of weeks. At present, the Center offers five of these courses each semester, three for secondary teachers and two for elementary teachers. A limited number of administrators also participate.

Each of the Center's multi-week courses meets two and one-half hours a week for 10 successive weeks. The courses are held from 7:00 to 9:30 p.m. Each combines four main elements: (1) substantive law presentations; (2) education

THE CINCINNATI CENTER'S MULTIPLE WEEK COURSE OFFERINGS

Secondary Level (Grades 7-12)

"Law and the Community" features a basic introduction to law-related education. In addition to an overview of the criminal justice system, civil law is examined, especially tort law, landlord-tenant law, and consumer law.

"The Community and Its Police" provides a more intensive look at the role of police in contemporary society. Issues pertaining to organization, purpose, recruitment, training, the exercise of police power, and the rights of the accused are explored.

"Youth and the Law" looks at the relationship of youth and the legal system from several vantage points, including a comparison of adult and minor legal status and analyses of delinquency, the juvenile justice system, and law and the schools.

Elementary Level (Grades K-6)

"Teaching Elementary Children About the Law" examines the criminal justice system. Topics include the nature of law, how laws are made, the nature of crime, the role of the police, rights of the accused, functions of the courts, duties of a judge, and methods of dealing with the guilty.

"Teaching Constitutional Issues to Elementary Children" concentrates on three main issues--liberty, equality, and privacy--and how these issues may be effectively presented to elementary school children.

workshops; (3) field experiences; and (4) curriculum development. Each is a fully accredited graduate level course. Participants receive free tuition, texts and other curriculum materials, and, upon successful completion of the course, three quarter hours of graduate credit from the University of Cincinnati's College of Education and Home Economics.

Substantive law presentations are provided by a series of local community persons, either in the form of individual lectures or panel discussions. We take care to obtain resource faculty with direct experience in the areas to be discussed and with a facility for teaching about law and the legal system.

We give each substantive law presenter information well in advance of his scheduled presentation indicating the particular concerns to be addressed, with latitude to allow for individual preferences and strengths. We request that some analyze specific cases (e.g., "The Supreme Court and the Juvenile Offender"—*In re Gault, In re Winship,* and *McKeiver* v. *Pennsylvania*). For others, we pose specific questions (e.g., "The Juvenile Court"—What are the goals of the juvenile court? How do these goals differ from those of the adult courts? What special problems confront the juvenile court? What future do you see for the juvenile court?). We provide each substantive presenter with specific guidelines for his topic, an outline of the other course topics, and, wherever possible, an indication of the materials available for teachers to use when dealing with that topic in their classroom.

In an average course, seven to eight substantive presentations, 75 to 90 minutes in length, are made. After a short break, they are followed by education workshops of 45 to 60 minutes during which we present several teaching strategies and/or materials aimed at effectively using the substantive information in the classroom.

At least two class sessions are devoted entirely to education workshops comprised of demonstration lessons, simulations, and an analysis of curriculum materials, including those developed by teacher participants. An experienced area teacher, trained by the Center, serves as the education coordinator for each course and shares responsibility for education workshop instruction with the Center's executive director.

As a concluding activity, each participant is required to prepare a teaching unit dealing with one of the course topics. Each unit, consisting of a series of five to seven lessons, employs a variety of teaching strategies (e.g., rank order, mindwalk, legal case, hypothetical situations). Each is designed to enable students at a specific grade level to explore a particular legal topic or concept.

During the 1974-75 school year, approximately 275 teachers and administrators enrolled in the 10 courses offered by the Center. In the 1975-76 school year, 150 educators participated in the five courses offered in the fall, and another 150 educators in the five courses offered in the spring. In each course, class size was limited to 30.

The multiple week course is one of the most economical teacher education programs available. Its costs vary depending upon such factors as: (1) class size; (2) tuition; (3) substantive law faculty; (4) education faculty; and (5) books and materials. However, you can reduce many expenses if you have the support of important institutions and persons. A typical budget for one of these multiple week teacher education courses, exclusive of administrative costs, is as follows:

TABLE 1
MULTIPLE WEEK MODEL--A SAMPLE BUDGET

ITEM	COST
Tuition[1]	No Cost
Substantive Law Faculty[2]	No Cost
Education Coordinator[3]	$300.00
Books and Materials[4]	750.00
TOTAL Cost to Center	$1,050.00
AVERAGE Cost to Center Per Teacher	$ 35.00

[1] Waived by the University of Cincinnati. Approximate cost is $3,000.

[2] All substantive law faculty contribute their services free of charge, *pro bono publico*.

[3] A Center trained area teacher whose role is supplemented by the Center's executive director.

[4] Provided to each participant, free of charge.

The Summer Institute Program

Since 1973, the Center for Law-Related Education has conducted an annual summer institute in June and July. This four-week program offers eight quarter hours of graduate credit. Offered exclusively to Cincinnati-Hamilton County elementary and secondary school teachers, this intensive teacher education program is held on the campus of the University of Cincinnati.

With two daily class sessions (9:00-11:45 a.m. and 12:45-3:30 p.m.), the Center's summer institute combines substantive law and legal issue presentations with education workshops dealing with teaching strategies, materials, and curriculum development. In addition, several field experiences enable teachers to personally observe various aspects of the criminal justice system in operation. Though similar in some respects to the Center's multiple week course program, the summer institute has several distinguishing features.

In the multiple week program, the Center secures local resource persons who provide one-time substantive presentations. In the summer institute, the substantive law faculty is comprised of national and local persons, some of whom provide week-long presentations. The blending of national and local faculty affords important cosmopolitan balance and perspective and permits the recruitment of a faculty with special expertise. Week-long presentations enhance continuity, while one-session presentations add variety and special insight into particular areas of interest.

A four-week format permits greater depth than a multiple week course. More intensive substantive and education workshop programs are possible, for time is available to initiate, develop, and refine appropriate topics and experiences. There are no long time lapses between sessions, nor do participants suffer as frequently from outside distractions and commitments as do participants in other teacher education programs. A four-week summer institute thus provides an intensity of interest and involvement not always possible in other teacher education formats.

The four-week summer institute is conducive to extended field experiences, many of which are not available given the time constraints of other formats. Sufficient time exists to devote an entire day to witnessing an actual trial in progress and preparing and conducting a mock trial, and to devote a half day to simulations or a visit to a state or local prison. Courts are in session, prisons can be visited, and police headquarters are staffed when the summer institute is in session, as opposed to the evening hours during which multiple week courses are held.

Education workshops are also enhanced by the time available in a four-week summer institute. More lessons may be demonstrated, more visual materials may be used, more and longer sessions may be scheduled, and more time exists to foster participant interaction. The closeness and camaraderie which is likely to develop in a four-week summer institute is unmatched in training formats during which time is at a premium, especially the multiple week course format.

Curriculum development is also enhanced by a four-week summer institute program. Sufficient time exists for groups of teachers to meet, interact, research, develop, and compile appropriate materials and to consult with both the law and education faculty. In the Cincinnati program, teachers work in groups of three or four and prepare units of three to five weeks, complete with appropriate lessons and activities for specific grade levels. Each unit, submitted by teachers on dittoed sheets, is duplicated, collated, and made available to institute participants. Disseminating these units among institute participants serves to provide each teacher with a rich resource of materials specifically designed for classroom use.

While it is important to recognize these advantages, it should be realized that a four-week summer institute such as that conducted by the Center is significantly more expensive than other training programs. Program costs vary considerably, however, depending upon such factors as: (1) the number of participants; (2) tuition; (3) stipends; (4) law faculty; (5) education faculty; and (6) books and materials.

During its first two years, the Center conducted two completely different four-week courses simultaneously. In 1975, the format was revised and the cost factor significantly reduced by offering only one basic course in which all 45 participants were involved. Substantive presentations were made to all participants, secondary and elementary alike. However, separate education workshops, each led by an experienced, Center-trained teacher, were provided for the 20 secondary teachers and 25 elementary teachers participating in the 1975 program. The skill of the faculty in presenting substantive law and the use of separate education workshops for elementary and secondary teachers minimized problems that might have resulted from the new format. In fact, elementary participant assessments of the 1975 summer institute were significantly more positive than those for the previous year, in which a separate elementary course was conducted.

All participants in the 1975 program received free tuition, texts and instructional materials, a $200 stipend, and eight quarter hours of graduate credit from the University of Cincinnati. Budgetary figures for the 1974, 1975, and 1976 programs are contained in Table 2. (Note that, unlike the multiple week program, all substantive law faculty were paid.) They illustrate what types of expenses, exclusive of administrative costs, are likely to be incurred in a four-week summer institute and how those expenses may vary.

Reflections and Recommendations

Periodic and systematic Center-conducted evaluations and a 1975 assessment by Dr. John Wick and his Northwestern University staff point to the effectiveness of the Center's teacher education programs. Both indicate that the intensive four-week summer institute has the greatest impact upon teachers and students. However, that program's relatively high cost, limited enrollment possibilities, and large time commitment for each participant are factors which temper its use, especially when contrasted with the multiple week training model. By blending both, particularly within a community-based focus, the relative strengths of each may be combined to produce a comprehensive in-service

TABLE 2

FOUR-WEEK SUMMER INSTITUTE MODEL--SAMPLE BUDGETS

ITEM		COST	
	1974	1975	1976
Tuition[1]	No Cost	No Cost	No Cost
Summer School Fee	$ 315	$ 315	$ 315
Stipends[2]	13,500	9,000	-0-
Law Faculty[3]	8,000	4,000	4,000
Education Faculty[4]	3,700	2,000	2,000
Books and Materials[5]	3,600	3,000	3,000
TOTAL Cost to Center	$ 29,115	$ 18,315	$ 9,315
AVERAGE Cost to Center Per Teacher	$ 647	$ 407	$ 207

[1] Waived by the University of Cincinnati. Approximate cost is $11,000.

[2] Stipends were $300 in 1974, $200 in 1975. No stipends were provided in 1976.

[3] All law faculty were paid. Cost savings attributable to consolidation into one program.

[4] Center-trained area teachers. Cost savings attributable to using one instead of two at each level (secondary and elementary).

[5] Provided to each participant, free of charge.

teacher education program, a program with the potential of involving large numbers of educators.

No person or group contemplating a program of in-service teacher education should overlook incentives for participants. University affiliation enables you to award graduate credit for participation in a training program. This is of critical importance. Tuition support, an allowance for books and materials, and the granting of stipends, especially in a summer program lasting several weeks, are other important incentives. While each adds to the overall cost, at least one or more should be present to attract qualified participants, especially in a teacher education program seeking to become established.

Special efforts should be made to obtain a faculty knowledgeable in the law and in teaching about it, especially to a group of educators. I recommend systematic evaluative procedures as a means of monitoring this part of the training program. These efforts may be either qualitative (i.e., written participant comments about each speaker) or quantitative (i.e., participant judgements on a rank order scale), though a combination of both may be best. The resulting data may be compiled and used for internal purposes or shared with each speaker as a means of strengthening his presentation.

Field experiences, especially a police ride-along, should be part of every teacher education program. Likewise, many important and interesting issues, with state or national implications, are initiated in local courts. Some of these reach the highest state appellate court and even the Supreme Court of the United States. Such situations should be exploited, because the controversies are locally based and the litigants readily accessible. Community resources of this sort play an important role in stimulating interest and providing insight into law and the criminal justice system.

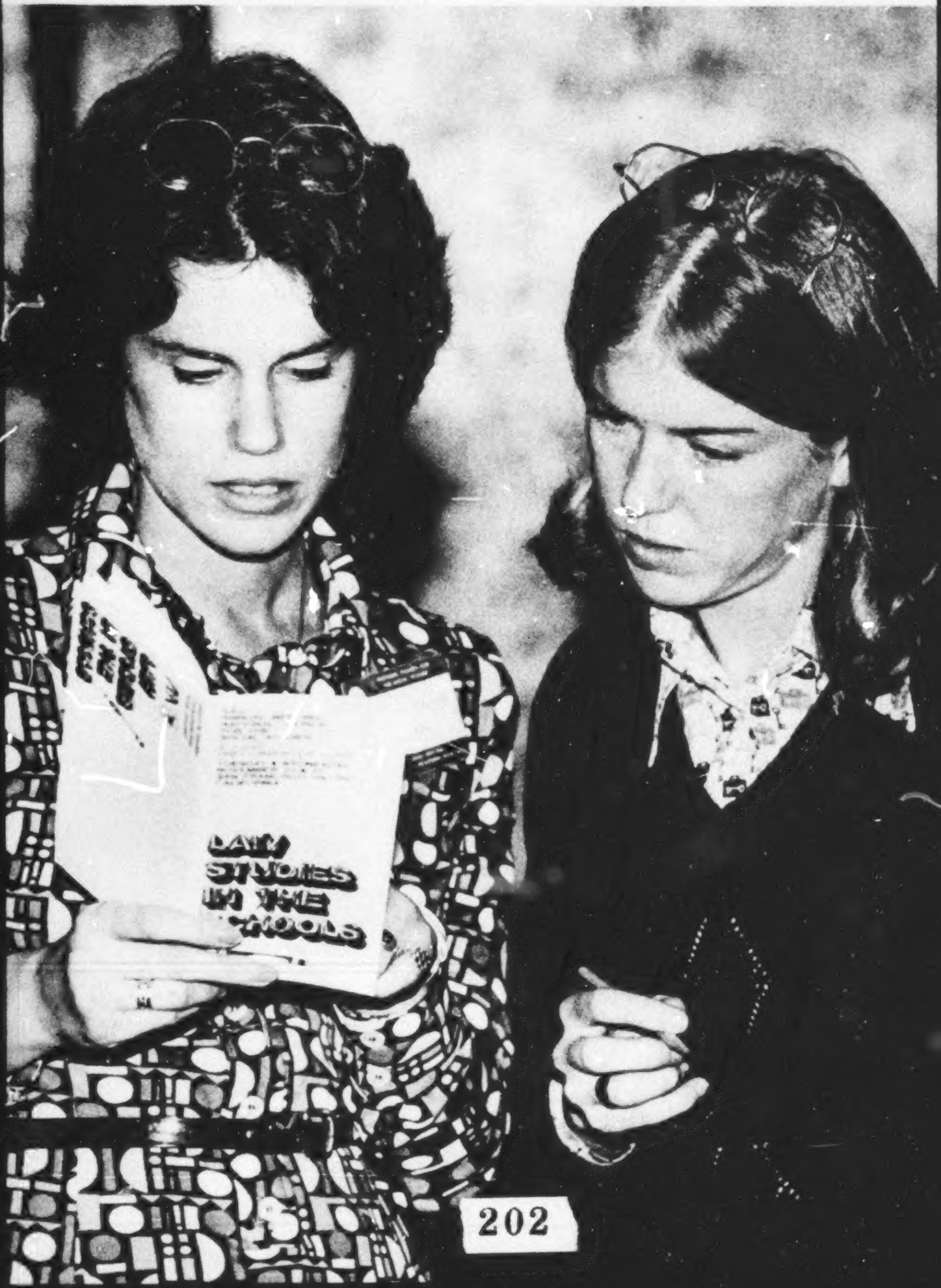
Curriculum development is an important element of any teacher education program. Teachers should not only be exposed to the variety of materials available for classroom use, but also should engage in a critical analysis of these materials. It's a good idea to foster discussion about the relationship of law studies to the curriculum, particularly with respect to possible entry points. These discussions can help teachers implement law studies in their own classes.

There is danger, however, in assuming that teachers know how to design and use appropriate materials for the classroom. Thus teacher education programs should instruct about suitable teaching strategies at various grade levels, with opportunities for teachers to prepare a teaching unit (i.e., a series of sequentially developed lessons relating to one of the course topics) for their specific grade level. These efforts are particularly needed in programs involving elementary teachers, because a critical need continues for K-6 materials and curriculum planning.

Money, or the lack of it, is a perpetual problem confronting law-related projects. The costs of teacher education programs vary considerably, but I've tried to suggest ways in which many programs might reduce costs without sacrificing program quality. The ever present realities of financing a teacher education program, however, may ultimately be the most significant factor influencing adoption of a particular mode of teacher education.

The Cincinnati Center, with its strong university affiliation, stands as one project which seeks to integrate teacher education programs and support services within a community-based focus. Its approach is recommended for the consideration of anyone currently involved with or contemplating the initiation of a comprehensive in-service teacher education program in law-related education.

Following-up the Teacher Education Program


LAW
STUDIES
IN THE
CHOOLS

Editor's Note

In talking to people around the country who wrote articles for this issue, one theme kept coming up again and again: workshops, seminars, and in-service courses, no matter how well designed and executed, can't guarantee that teachers will actually begin teaching about law and the legal process. That's why a great deal of the staff time and money devoted to law-related teacher education is now being reserved for follow-up activities designed to maintain the enthusiasm of teachers and provide them with reinforcement for their efforts in implementing law studies.

The article that makes up this section is not intended to be definitive, but rather to provide an introduction to the state of the art at this time and to serve as the beginning of what we hope will be a continuing dialogue on the various approaches to providing teachers with follow-up assistance. This article was based on interviews with many of the contributors to this book and written materials submitted by some contributors. The interviews took place in the spring and summer of 1976.

What to Do When the Workshop's Over

Charles J. White, III

The term "follow-up" is probably a little misleading. It suggests an activity that is supplementary, something useful but not really essential. Actually, follow-up activities seem to be increasingly at the core of projects' efforts. David Naylor's description of the Cincinnati program and Don Vetter and Jerry Paradis's description of the Maryland program (both in the previous section) provide examples of follow-up activities well integrated into the teacher education design. Participants in some programs spend more time in follow-up activities than in the original workshop. For example, the Constitutional Rights Foundation's Youth and the Administration of Justice program educates teachers for 10 days each summer, but holds 11 in-service meetings during the subsequent school year, with other meetings scheduled in later years. Other projects use follow-up as a means of reaching new participants. The Colorado Legal Education Program conducts one week workshops for teams of teachers and community people each summer, but many more people are reached through a wide variety of activities taking place in the school year. In the first year of the program, for example, 38 persons received the intensive one week training, while more than 500 were reached by follow-up activities. And in some projects, follow-up activities are built so closely into the teacher education model that it is almost impossible to separate the two. Multiple week programs during the school year usually require teachers to try out strategies and activities on their own classes while participating in the in-service course. A coordinator approach to teacher education, in which teachers learn of new strategies in their own classrooms and try them out with their own students, provides the same opportunity for feedback and assistance.

Follow-up programs are getting all this attention because they can do so much, both pedagogically and in program development. They can solidify participants' commitment to the program, enrich participants' knowledge and understanding of law and law-related techniques, and build team spirit among all participants

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and resource persons. They can also provide an opportunity for curriculum development and constitute an ongoing form of evaluation. Besides helping participants, programs can be a means of building support in the schools and in the community for law-related education. Through follow-up, justice agency representatives and community volunteers can be more closely tied to the program. Follow-up can also improve the program's visibility among parents and in the general community while keeping school administrators and teachers aware of the program.

There are so many variables regarding follow-up activities—goals of the project, type of initial teacher education effort, available staff and funds—that it is impossible to provide guidelines that will be right for all programs. What this article tries to do, instead, is to suggest some general considerations regarding follow-up and discuss some follow-up activities that projects around the country have used successfully.

TYPES OF FOLLOW-UP SERVICES

This section is devoted to some follow-up services used successfully by law-related education programs. It's not intended to be a definitive compilation of all approaches in the field, but rather to give you a sense of the range of possibilities.

Further Education Programs

Probably the most common form of follow-up is an additional education program. These additional programs vary greatly in size, cost, and comprehensiveness. Here are some examples of what projects have come up with.

Partner-Teacher Plans

Texas' Law in a Changing Society project has made this approach a key feature of its follow-up effort. Each teacher who is educated in a summer seminar in turn educates another teacher during the school year. The project provides double sets of materials during the seminar, so that each partner-teacher will ultimately receive the same materials as the teacher who attended the seminar. Throughout the school year, the project staff is ready to suggest ways in which teachers can work with partner-teachers, and the staff periodically offers workshops of an hour or two for teachers and partner-teachers. The staff uses these workshops to discuss some common questions which may have come up about integrating law into the curriculum and to introduce new materials. According to Lanette Baker of the project's staff, the project has found that teachers must not try to teach their partner-teacher everything at once. Instead of trying to give the partner-teacher a crash course in substantive law and teaching strategies, it's far better for the teacher to work with the partner-teacher lesson by lesson throughout the semester or school year. Ideally, they should meet about once a week and should attempt to work as closely as possible in implementing the law curriculum.

Leadership Training

Another kind of follow-up training is to provide extra help for key participants who will move into leadership roles. Only a few persons are reached by these programs, but obviously they can have very wide impact.

California's Law in a Free Society project conducts special leadership training seminars each August. These sessions are attended by key representatives of each program around the state. Not only do they provide initial training for new programs, but they also give existing programs further assistance. Periodic leadership meetings during the school year provide the same function. (For further information about the project's leadership training, see pp. 88-89.) Leadership training can also occur locally. Outstanding teachers in programs sponsored by Cincinnati's Center for Law-Related Education receive additional training and serve as education coordinators in 10-week courses during the school year or the four week summer institute.

Follow-Up Programs Using the Same Format as the Initial Program

Another approach to follow-up is to provide more of the same. As Keith Birkes' article (p. 98) points out, the Missouri statewide project's follow-up course is very closely modeled on the project's initial course. The follow-up course, like the original, is offered through the University of Missouri-Columbia Extension Division, carries the same amount of credit, is offered by the same mixture of education specialists and volunteer lawyers, and is structured around the same nine topics. As with the original course, professional personnel and teachers at all grade levels and subject areas are encouraged to enroll. The difference is that the follow-up course goes more deeply into the topics, with participants reading more cases and receiving more help in briefing cases and using the case study method.

The advanced course was developed largely in response to the interest of persons taking the first course, and it would seem to have the advantage of using a course organization and method of delivery that had already proved their worth. To prevent confusion, the project was very careful to distinguish between the follow-up course and the original course in all promotional literature.

Follow-Up Programs Using Different Formats

Most follow-up programs seem to involve a somewhat different format from the initial training effort. For example, Oregon's Tri-County Law-Related Education Project reaches participants initially through a variety of awareness programs. Its follow-up efforts include an 11-week in-service course on introducing law studies, a special seminar "Advanced Law-Related Education" for those who took the introductory course, and a course on leadership skills for graduates of the introductory and advanced courses. This last course assumes participants have a great deal of substantive information and attempts to provide models for dissemination. Each of these courses carries three hours of university credit.

In-service courses during the school year are a very common form of follow-up for participants of summer institutes. For example, the Cincinnati Center for Law-Related Education offers five in-service courses each semester. Each course lasts 10 weeks and focuses on a different aspect of law-related education. The courses can introduce new participants to the subject, but the can serve as readily as follow-up for participants in the program's intensive summer institute.

Texas' Law in a Changing Society project uses staff development sessions during the school year both to follow-up for trained teachers and to introduce new teachers to various aspects of law-related education. These sessions are generally held on the staff development days required by law in Texas for the further instruction of teachers. That means that the project can conduct sessions on school time and spread them out over the year.

Oklahoma's Law for Public School Use project runs a very extensive program of workshops as follow-ups to its two week summer seminar. Ira Eyster, the project's director, reports that in a representative year the project ran evening mini-workshops in all 23 communities represented at the summer seminar. These workshops combined follow-up with awareness programs. Project staff showed a film on the need for law-related education and discussed how the statewide project could help local efforts. In addition, local teachers discussed their perceptions of the program. The project is now planning six regional workshops which will be more ambitious. Participants will gather in the evening for dinner and introductory remarks, and a workshop will follow the next day. These workshops will provide new ideas and materials for people who've already been trained, but they're principally intended to get other lawyers, administrators, and teachers enthusiastic and involved in the program.

The project also conducts a special one-day follow-up workshop for all participants. This workshop, which is held at the University of Oklahoma's Center for Continuing Education, is offered about a month after school starts. Participants receive a $15.00 stipend for attending. If they pool their transportation, travel reimbursement is available. The meeting begins with a dinner on Friday evening and continues with a workshop on Saturday. This workshop is more precisely follow-up in character. National experts are generally brought in to conduct sessions, and teachers are given plenty of opportunity to discuss their own materials and activities. In addition, curricula that has been developed by Oklahoma teachers can also be demonstrated for participants.

The Colordado Legal Education Program is particularly active in follow-up activities. It works closely with the teams of educators, students, and community people it educates during the summer and, since it is statewide and deals with a very wide variety of districts, including sophisticated urban areas and isolated rural districts, it is exceptionally flexible in the kinds of follow-up services it offers. In some districts, follow-up has consisted of organizing in-service days around such topics as values and law, the inquiry method, and law-related techniques. In other districts, follow-up has consisted of half day awareness workshops for all interested teachers. The original team is helpful here in doing presentations and sharing their experiences, as well as in recommending other local people to make presentations.

The project also offers more ambitious follow-up efforts, both in its home area of Boulder and in areas scattered throughout the state. This spring, for example, the project's staff worked with three districts on three wholly different ways of bringing follow-up to teachers. In Boulder, project staff offered a law-related education program for elementary teachers five afternoons after school, with one session on a Saturday. A program in neighboring districts was offered every Tuesday night, for a total of 30 hours in the semester. A third program was offered 180 miles away. The distance made a multiple week program impractical, and no release time for teachers was forthcoming from the district. Therefore, the model chosen was an intensive two day workshop offered over a weekend, with a half day a month later to find what teachers had done and to give them an opportunity for feedback and an exchange of ideas.

Almost all of the Colorado follow-up programs can be taken for college credit, since the project's principal staff persons are affiliated with several major universities, including the University of Colorado and the University of Wyoming. The incentive for college credit is particularly important for those teachers who can't get release time.

The Constitutional Rights Foundation's Youth and the Administration of Justice program deals with the teachers in a single area, and therefore can offer a comprehensive and consistent approach to law-related education. If the watchword of the Colorado project's follow-up services is flexibility, the watchword of CRF's is integration.

As the tentative project calendar shows (see next page), a variety of in-service activities for teachers are closely linked to the project's curriculum and field experiences for students. A few items might require explanation. "Core teachers" are high school social studies teachers who have been trained in the program and are teaching a course making use of the project's materials and services. "Feeder teachers" are junior high school teachers trained in the program who are integrating the law into the regular course of study with the assistance of peer teachers (high school students) from the core teachers' classrooms.

Notice that the beginning weeks of school are reserved for core teachers and feeder teachers to meet with administrators and other teachers to discuss the program. Particularly on the high school level, the program involves such innovations as taking students away from their normal class work to go on field excursions and peer teach in other schools. Students will inevitably miss other teachers' classes, and that may cause some resentment. Administrators may feel that the program raises certain logistical problems. The project has found that the best way to meet these concerns is by having teachers in each school meet with as many of their colleagues as possible to explain the program's operation and benefits.

The in-service days consist of four-hour meetings scheduled after school, or six-hour meetings on Saturday. The in-service days are closely tied to the program's suggested curriculum. For example, the first portion of the curriculum deals with an overview of the system, and in the first in-service day participants

Youth and the Administration of Justice

Tentative Project Calendar, August-November, 1976

Date(s)/Event

August 16-27/**Summer Inservice Workshops—Core and Feeder Teachers**

September 13/**School Begins**

September 13-30/Core Teachers meet with respective school faculties and administration to discuss program, student released time for peer teaching, Lawyer-In-The-Classroom Program.

September 13-30/Feeder Teachers meet with school administration to discuss peer teachers on campus and Youth and Justice program.

September 15-October 1/Administration of Youth and Justice pre-test to project students (schedule to be announced).

September 20-October 15/**Unit I—The System.** Peer teaching begins (see Crime Survey).

September 30/**Inservice Day** (Core Teachers) 4-8 p.m. (Location to be announced). *The System* Progress Report/Peer Teaching/Volunteers/Special Resource Speaker.

October 11/**Inservice Day** (Core Teachers) 4-8 p.m. (Locations to be announced). *The Badge* (Unit II) Introduction/Available Resource Speakers and Field Experience Lists/Justice Agency representatives (L.A.P.D., C.H.P.) on hand to discuss agency visitation and possible learning experiences/Special Resource Speaker/Use of *Police Patrol* game/New classroom activities on the police role.

October 15/**Unit Report Due: The System** (Observers interview and collect)

October 15-November 30/**Unit II—The Badge**

October 27/**Inservice Day** (Core Teachers) 4-8 p.m. (Location to be announced). Audio-visual orientation and instruction/Equipment/Copy work/Media programs including *Child Abuse, Crime and the Environment, The Pasadena Police Survey,* and *Kids in Crisis*/How to train students to peer teach media programs.

November 4/**Area Meeting** (All project teachers) 4-5 p.m. (Locations to be announced). Peer Teaching: progress report, problem solving, available lessons, setting dates/feedback to Education Director.

November 23/**Inservice Day** (Core and Feeder Teachers) 4-8 p.m. (Location to be announced). *The Gavel* (Unit III) Introduction/Available Resource Speakers and Field Experience Tests/Justice Agency representatives (D.A., P.D., C.A., Courts) on hand to discuss agency visitation and possible learning experiences/*Rip Off*, a new simulation game/The Witness Project/Fall Conference plans.

November 30/**Unit Report Due: The Badge** (Observers interview and collect) hear a special resource speaker who will seek to help them understand the causes of crime, the operation of the criminal justice system, and other related topics. A large portion of the day will be devoted to meeting the educational concerns of teachers. How will these lessons and activities be made operational? How will peer teaching and field experiences work? How can the project's materials be used? What problems can be anticipated, and how can they be met? Notice that in most of the in-service meetings a teacher's guide for the unit is handed out. This gives teachers materials they can take home with them, and helps them become familiar with the curriculum before they are required to teach it.

The project's other kind of in-service is the area meeting, which is attended by core and feeder teachers in each of the 12 administrative areas in the Los Angeles City school system. These meetings are also held after school, but are a great deal shorter. Rather than being offered by the project staff, they are offered by the area coordinators (teachers trained by the project). Their purpose is to iron out problems that may have come up in field excursions or peer teaching, and to facilitate communication between the core and feeder teachers. In addition, these meetings can be used for teachers to share their experiences and home-grown materials.

The Youth and the Administration of Justice follow-up program is closely tied to reports from teachers on their experience with each unit, and to pre- and post-testing of students. I'll discuss these aspects of follow-up later in this article.

The Law Resource Personnel Service

Almost all law-related teacher education programs make a real effort to introduce teachers to such community resource persons as lawyers, judges, and representatives of justice agencies. Many programs also try to involve participants in field excursions to courts, correctional institutions, and other places where they can see law in action. Everyone seems to agree that such experiences are usually the highlight of teacher education programs. However, teachers turned on by this array of community resources may not know how they can secure them for their own classes or may simply lack the time to make the phone calls and necessary arrangements. That's why several programs around the country have made providing help on community resources an essential part of their follow-up activity. This effort has paid dividends. For example, David Naylor reports that each year Cincinnati's Center for Law-Related Education arranges for more than 10,000 children to participate in field experiences.

There are several ways of providing help. A program may function as a broker between teachers and community persons. Teachers call the program and indicate that they need a speaker with a certain expertise or a field experience to fill a particular need. The program then works with its master list of resource persons and field experiences and arranges something for the indicated dates. A more direct approach is providing teachers with the names, addresses, and telephone numbers of resource persons. Not only will this facilitate classroom appearances of these persons, but it will permit the establishment of a "hotline" service between teachers and resource persons. Teachers can phone in questions to these persons and usually receive answers within 24 hours.

Handbooks for Participants

Another approach to follow-up is to provide participants with a handbook containing basic information about the program, including answers to commonly asked questions, solutions for problems that may come up, and an indication of where to turn for further help. The intention is to make it easier for them to implement the program by giving them everything they need in a simple, easy to follow format.

An example is the *Teacher Guidelines* of the Constitutional Rights Foundation's Youth and the Administration of Justice program. This handbook is given to all participants in the training program. The book is loose-leaf, so that pages can be added and deleted easily. It is not typeset, but rather offset printed from typewritten copy. A representative edition contains 95 pages, divided into four sections. Each is printed on a different color paper for easy reference.

The first section contains a general description of the program. It includes a curriculum outline for the school year, indicating general topics, curriculum goals and desired student skills, and field experience and peer teaching possibilities for each unit. In addition, it contains suggestions on how students can be used as a resource in the program.

The second section contains guidelines for peer teaching. Included is a definition of peer teaching, a rationale, and guidelines for teachers on such topics as recruiting peer teachers, training peer teachers, facilitating the experience, and debriefing and evaluating peer teaching. There are even maps showing roads between each high school and junior high school which will cooperate in the peer teacher program, as well as the names and telephone numbers of participating teachers at each school.

The third section provides detailed guidelines for using community resource persons in the classroom. It covers the whole process, from planning and making arrangements to following-up the visit. (The names, addresses, and phone numbers of community resource persons are given in the project's curriculum materials.)

The final section contains audio-visual guidelines. It indicates the time and place of workshops on the mechanical and creative aspects of audio-visual programs and student-produced learning packets. (These workshops may be attended by both the students and teachers.) The section also includes an inventory of available audio-visual equipment, supply request forms for this equipment, media log forms, and guidelines for the use of a-v equipment. It concludes with an annotated catalogue of films and filmstrips pertinent to each unit, including purchase and rental prices and addresses for placing orders.

According to Dick Weintraub of the project's staff, the handbook has made things a lot easier for teachers and has increased the number who actively participate in the program. It would seem that similar guidelines could benefit many projects around the country, particularly those which seek to involve the community or engage in other nontraditional activities.

Communicating with Participants

Projects around the country use a wide variety of means to keep in touch with persons who have participated in one of their programs. These vary greatly in cost and complexity, but even the simplest serves the essential purpose of reminding participants that the project is still going and that someone still cares about their attempts to teach about law.

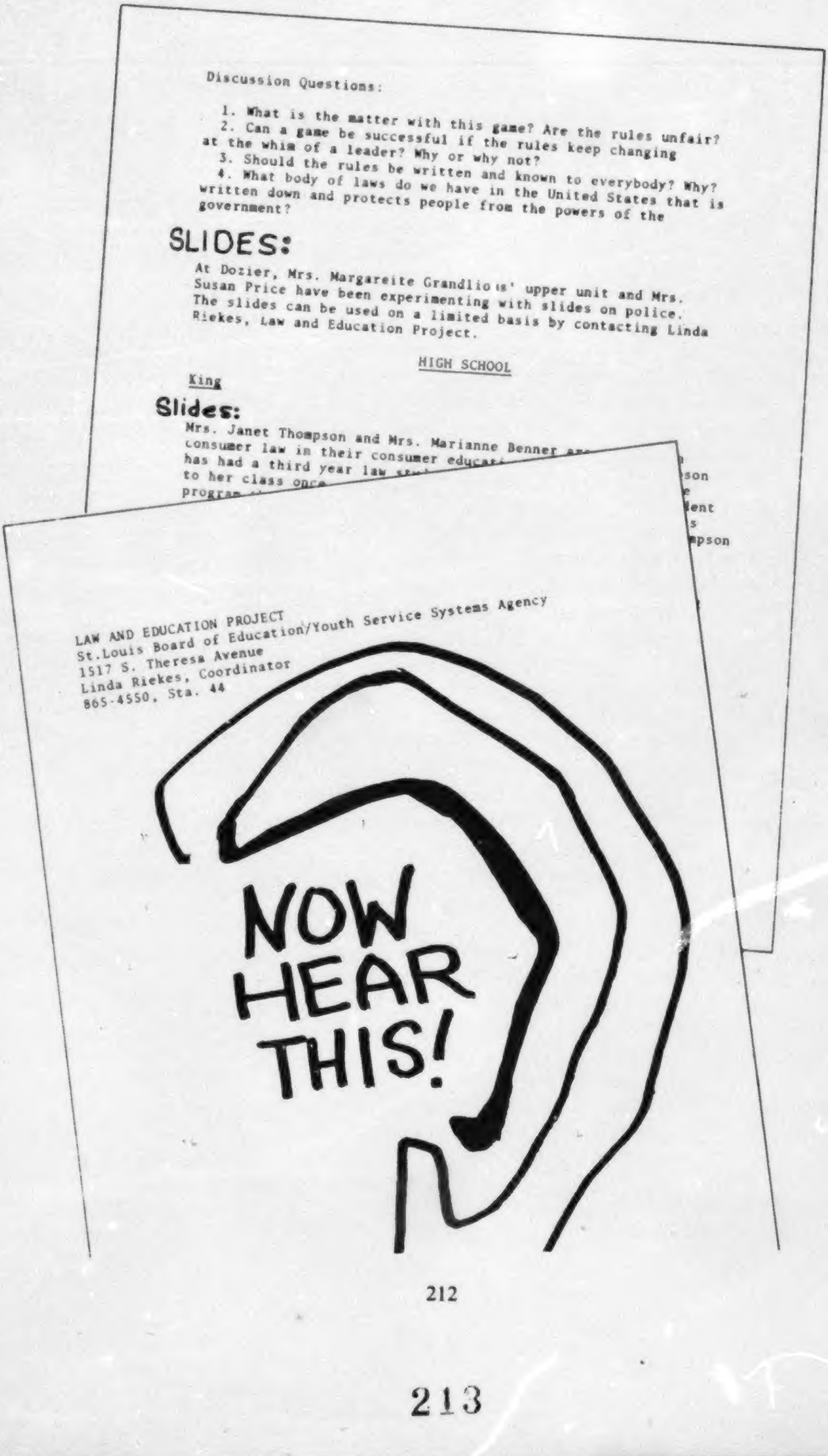
Sometimes the follow-up communication is as simple as a phone call in which project staff ask how things are going, what problems have been encountered, what strategies have been developed that other participants might like to know about, and how the project itself can help. But, as Mary Jane Turner and Roxy Pestello of the Colorado program suggest, it doesn't so much matter what you say, just that you say it. People who've been through the program like to be remembered, particularly those from smaller or outlying districts. They'll appreciate your interest, and that may spur them to do more about law-related education.

Letters perform much the same function. Lynda Falkenstein reports that the Oregon project routinely sends a letter to all workshop participants summarizing the workshop and emphasizing the services of the project. Other projects send informal and newsy letters throughout the school year, providing information about new materials and about what other people in the area are doing. Of course, letters are particularly valuable for statewide programs, where phone calls may be prohibitively expensive. In Oklahoma, for example, everyone who has participated in the program receives informational letters twice a year.

A slightly more elaborate alternative is a newsletter for teachers. On the next page you'll find the first part of a four page newsletter produced for teachers by the St. Louis Law and Education Project. Linda Riekes points out that the design is intended to be eye-catching (even at the risk of corniness). It is reproduced on brightly colored paper for the same reason. The style is informal, serving to tell teachers briefly about resources they may need or about new games and activities developed by other teachers. A newsletter like this is a good way of linking people in the program and encouraging them to submit ideas of their own about teaching law.

A more elaborate newsletter (almost a magazine) is produced by the Cincinnati Center for Law-Related Education. This newsletter—*Focus on Law*—is sent to all educators and resource people who are now participating or have participated in a Center training program. A typical issue contains new teaching strategies, information about Center programs and services (including information on in-service courses and the law resource personnel service), an article on careers in law, an article on new laws in Ohio, and an article on recent Supreme Court decisions. The newsletter, which generally runs around 20 pages, is typeset but contains no photographs or illustrations. It appears twice a year.

There are several journals of law-related education which serve some follow-up functions but differ significantly from newsletters. While newsletters are generally informal and contain mostly nitty-gritty information for teachers and resource people—strategies, information on materials, information on field



Discussion Questions:

1. What is the matter with this game? Are the rules unfair?
2. Can a game be successful if the rules keep changing at the whim of a leader? Why or why not?
3. Should the rules be written and known to everybody? Why?
4. What body of laws do we have in the United States that is written down and protects people from the powers of the government?

SLIDES:

At Dozier, Mrs. Margareite Grandliois' upper unit and Mrs. Susan Price have been experimenting with slides on police. The slides can be used on a limited basis by contacting Linda Riekes, Law and Education Project.

HIGH SCHOOL

King

Slides:

Mrs. Janet Thompson and Mrs. Marianne Benner
consumer law in their consumer educat
has had a third year law stu
to her class once
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LAW AND EDUCATION PROJECT
St.Louis Board of Education/Youth Service Systems Agency
1517 S. Theresa Avenue
Linda Riekes, Coordinator
865-4550, Sta. 44

experience opportunities—journals may include a section on strategies but mostly consist of articles providing background information, reports of polls and studies, and rationales for law-related education. For example, the New York statewide program publishes the *Journal of Law, Youth and Citizenship: A Journal for Advocates of Law-Related Education*. The *Journal* is typeset and contains some photographs. A representative issue was 44 pages long and contained articles on prison reform and the need for prisons, an interview with a chief of police, student reactions to law-related education, an article on basic legal concepts for citizenship education, and a unit of study for teaching about police. The *Journal* is published three times a year.

Creating a Law Center/Materials Center

Another possibility for follow-up is creating a law-related center where teachers can browse through materials, see lesson ideas which are on display, and share ideas with other teachers. These centers can also function as media centers, making both audio-visual and written materials available on loan.

Oklahoma's Law for Public School Use project has maintained an audio-visual center for several years. With the assistance of a grant from the Law Enforcement Assistance Administration, the project was able to purchase a number of key films in the field and make them available without charge. It estimates that it has received as many as 500 to 600 requests in a year, and that 40,000 to 50,000 students each year see the films and filmstrips. Knowing that external funding cannot be continued indefinitely, the project has tried to induce school districts to purchase law-related materials. For example, it has sent letters to all participants urging them to encourage their school districts to buy law-related audio-visual materials. The letters indicated what participants will have to do to get their districts interested, who they'll have to see, and what sources of money (e.g., titles of the Elementary and Secondary Education Act) might be available. The intention is to place these materials permanently in the district's resource center, yet another step in making law-related education a part of the basic education program.

Curriculum Development

A number of projects have built curriculum development into their teacher education and follow-up design. Donald Vetter and Gerard Paradis discuss the Maryland project's curriculum development and follow-up on pages 187-190 of their article. Cincinnati's Center for Law-Related Education last year created the first of what it hopes will be a series of curriculum booklets on law and the criminal justice system. *Focus on Police: Why, What and Who?* is designed for in-class use at the upper secondary level. It is designed to help students critically examine significant issues relating to the police. It uses an open-ended approach, incorporating inquiry and value clarification techniques.

The Oklahoma project has engaged in several types of curriculum development. It has worked with teachers and community people in Oklahoma City to develop a law-related curriculum specially tailored for innovative schools in areas which contain a high percentage of potential dropouts. Another curriculum project has involved working with the state department of education's curriculum division to identify, gather, and refine a number of outstanding units in law-related education which will be the basis of a curriculum guide. Twenty-five elementary and secondary teachers, working in teams for the most part, have prepared draft units which were critiqued by community resource people and by other teachers trained by the project. Curriculum developers have also come together for three joint meetings to discuss each other's efforts. In addition, the project has sought to work with a number of the largest school systems throughout the state to come up with guidelines as to how law-related education units may be integrated into the K-12 curriculum, with special attention on the most appropriate levels for units and means of avoiding duplication.

Teachers working on developing curricula are, of course, further deepening their understanding of law and sharpening their skills. In addition, the new curriculum units can be presented at in-service workshops and thus contribute greatly to the further education of other teachers. The new units can also be field tested by teachers participating in the follow-up program.

Evaluation

Evaluation is a form of follow-up since it can seek to determine (1) what teachers are doing, (2) what effect the law program is having on students, and (3) how teachers and students feel about the program. Some projects use both formal and informal means to gather this information. For example, the Cincinnati Center for Law-Related Education has taken surveys of what teachers are doing and what they would like the Center to do for them. Formal evaluations have included a study of the program's effect upon students. Besides the information they yield to the project, both formal and informal means of evaluation may stimulate more law-related education in the classroom by reminding teachers that the project still cares what they do.

The teacher unit reports of the Youth and the Administration of Justice program are probably representative of most informal follow-up evaluations. The six-page questionnaire begins by asking teachers which lessons they taught and which they feel were most or least successful. It continues by asking them whether or not the content was comprehensive, and then asks them what changes they would make in the unit's content. It seeks to determine if the unit had any ethnic/racial, sexist, or other bias, and asks teachers how much time they think should be spent on the unit.

Another group of questions centers on the program's materials. Was the *Teacher's Manual* for the unit useful? Were the individual lesson plans in the *Manual* too detailed or not detailed enough? Is the reading level of the *Student Booklet* too high, about right, or too low? Were students interested in the text, and did the teacher use it regularly?

A third set of questions deals with field experiences. Teachers are asked to describe briefly each field trip and indicate how many students participated. They are asked if any of their students engaged in peer teaching, and, if so, to describe the experience.

Then they are asked if they used any of the program's a-v supplies, how they used them, if they encountered any difficulties, and if they attended any of the program's a-v workshops. A final question give them plenty of space to put in any additional comments or recommendations.

The program is very serious about these reports. They are collected from each participating teacher immediately after each unit of study has been completed, and they are an important element in determining the program's materials and services in subsequent years.

Providing Continuing Help in Program Development

Many projects feel that they have the responsibility of helping those embarking on law-related education programs become self-sufficient. That means providing them with help in securing external funding (e.g., researching funding sources and writing funding proposals), as well as help in institutionalizing the program (e.g., increasing its visibility, building links to the community, convincing school administrators that it should be a part of the regular school program).

This topic is obviously a very large one, and I'm not able to devote the necessary space to it here. However, YEFC's *The $$ Game: A Guidebook on the Funding of Law-Related Educational Programs* contains articles on many aspects of law-related fund raising, public relations, and institutionalization. For further information on this booklet, please consult the section on further resources (pp. 220-21).

PUTTING ON A FOLLOW-UP PROGRAM

The Need for Flexibility

In planning the follow-up program, remember that it should be as closely tied to the project's goals as the initial teacher education effort, and should be flexible enough to meet the diverse needs of participants. If one of your objectives is inducing a number of teachers from several grade levels to integrate law into their regular curriculum, you may wish to devise a shotgun strategy for follow-up, providing awareness workshops on various topics throughout the school year. On the other hand, if you're seeking to develop a semester course at a single grade level, your follow-up may entail getting together teachers at that grade level and providing them with an in-depth introduction to law-related education. For example, in one district in Colorado follow-up took the form of a 30 hour course (offering university credit) which was taken by all ninth grade teachers. During this program, a ninth grade law-related course was developed and teachers' skills and confidence were built. And that didn't end the follow-up effort, since the course was then pilot tested and evaluated, and feedback was sought from teachers. Afterwards, several teachers got together with the project's staff to revise the course. The hoped-for ultimate outcome was the institutionalization of this course in the regular program of the school.

Another reason for flexibility is that the first participants in the program may have a set notion of where law should go in the curriculum and what grade levels should be emphasized. However, in follow-up sessions considerable interest may develop in other approaches and grade levels. Perhaps there will be interest in a program for slow learners or poor readers. If the follow-up efforts do their job, they should be flexible enough to identify appropriate methods and materials for all these needs and reach out to both new participants and to those who have participated in the program previously.

There's another reason for a flexible follow-up effort. You may feel that you're about to lose a district, either because the teachers and community people who were originally trained seem to lack energy and will, or because the district itself is wary of committing resources to law-related education. A follow-up program can be a means of finding some new people with the time and effort to get the program off the ground. Once you've found some people who are movers, a follow-up program can be a means of identifying other people and thinking of alternative ways of promoting law studies within the district.

What About Staff?

All of our contributors agreed on one point: follow-up doesn't happen by itself. There has to be a steady source of encouragement (and materials and resources) if follow-up efforts are to get off the ground. Someone has to make phone calls, set dates for follow-up workshops and secure locations, get speakers for the workshops, and pass the word to participants and new recruits. That means, almost inevitably, that there will have to be a professional staff, even if on a part time basis.

That doesn't mean, however, that the professional staff will put the follow-up program on by itself. Experienced teachers have an important role to play. Most of the people I talked to in researching this article believed that teachers may be intimidated by high-powered experts who seem to possess a knowledge of law and teaching techniques very far beyond their own. They may, then, feel more comfortable with—and learn more from—their peers, other teachers from their state or district who are in the classroom every day trying to implement law.

However, you can't assume that all teachers are capable of becoming teacher educators. Teacher education may be a special skill that not all good classroom teachers possess. What a professional staff can do, then, is identify those who may have these skills and try to provide them with the training that will enable them to be comfortable as teacher educators.

Follow-up efforts don't have to be centralized. In fact, the limitations are great on any central staff, and programs are ultimately best administered by those closest to the schools. Projects around the country thus seem increasingly to be devoting their attention to helping local teams of educators and lawyers learn to carry on their own follow-up. The project's professional staff can help them to learn how to structure a workshop, secure resource people, and integrate follow-up into the classroom program.

Law-related projects have evolved a number of means of encouraging competent local direction of projects. I have already provided a brief description of the Law in a Free Society project's leadership training sessions. In Texas, in each site where a major seminar is held the school district is asked to provide a full time, or at least a part time, coordinator for the law-related program. This person assists teachers in getting materials and resource speakers, arranging field trips, and providing other services which facilitate the program in the classroom. The central staff assists the coordinator in selecting and purchasing audio-visual materials and in planning for their local dissemination. In addition, the staff provides ongoing consultant services for the district.

The Maryland program has devised an unusual approach to building local programs around the state. The director of the program will establish an office for a year in each target area. He will work out of that office full time, assisted by a local educator. After completion of the pilot year, the director will move on to set up a new office, leaving the local educator in charge of the program.

Decentralization can also occur on a local level. The Youth and the Administration of Justice program has appointed coordinators in each of the 12 Los Angeles districts and given them quite a bit of responsibility in running in-service area meetings, handling administrative problems, and helping project teachers and students communicate. The central staff monitors the work of the area coordinators and provides materials, but much of the program is in their hands.

Paying for Follow-Up

There are so many variables involved that it's impossible to give hard figures as to what a follow-up effort might cost. However, most of the articles in this book have discussed at some length how teacher education costs might be kept down, and the same techniques can be used to hold down follow-up costs. Essentially, these techniques involve finding someone else to pick up the bill.

For example, tying follow-up to the regular in-service program of the school system should yield school facilities at no cost, in-service credit for teachers as an inducement to register, and the assistance of the school system in publicizing the follow-up effort. If a follow-up course is offered for college credit, participants' tuition may meet some or all of the costs. School systems might purchase materials for the program, and publishers might be induced to provide complimentary copies to a law-related materials center.

Mary Jane Turner d Roxy Pestello of the Colorado program point out that this kind of support is far more likely to be forthcoming if project developers seek it from the very beginning. School administrators, university educators, and others must be convinced from the outset that this is an ongoing program, one with follow-up services designed to see that teacher education programs have a meaningful effect in the classroom. If they are convinced that the program has real substance, they're far more likely to make a commitment to providing the in-kind services that will enable the program to keep going without major infusions of outside funding.

Some Tips on Follow-Up Programs

1. Follow-up programs can't be an afterthought; they have to be planned in conjunction with the intensive program. Besides increasing the likelihood of support from school systems and community groups, early planning should get you better participants. If prospective participants know that follow-up is integral to the program, they will be aware that you are making a commitment to them and have the right to ask them for a commitment in return. Participants willing to make this long term commitment will help the program succeed.

2. Follow-up isn't just for teachers. It should involve teachers, students, people from the community, and all resource people. The follow-up effort should be as broad-based as the intensive effort, and all participants should be made to feel that they are part of a team working to implement law-related education.

3. Remember that different participants will require different things from the follow-up effort and try to meet as many of these needs as possible. Allow lots of time for questions and comments by participants, and let participants help design the workshops and other components of the follow-up effort.

4. Make the follow-up effort as convenient as possible for participants. If the program is local, find a central location convenient to most participants or establish centers throughout the city for follow-up. Another alternative is to offer sessions on a revolving basis in various neighborhoods around the city. In a statewide program, remember that you can't expect participants to come long distances for most follow-up programs. Bring the programs to them.

5. Don't try to do everything yourself. Seek out exceptional participants and give them extra training so that they can help lead the follow-up effort.

6. Take advantage of the many public relations possibilities of follow-up. Remember that all participants like to see their name in print, and that newspapers and other media are always interested in programs as innovative as law-related education.

7. Let follow-up be a springboard for the eventual institutionalization of the program. Your range of continuing services should be a means of building bridges to the community, school systems, colleges and universities, teacher organizations, and the state education department.

8. Remember that follow-up isn't all work. In some programs, a dinner kicks off the follow-up workshop; in other programs, a dinner or a party, or both, winds up the in-service course. And throughout, provide plenty of opportunity for participants to talk to each other informally.

Further Resources

I. ABA Publications on Law-Related Education

The ABA Special Committee on Youth Education for Citizenship (YEFC) publishes a number of books and booklets on law-related education. Please send prepaid orders to YEFC, American Bar Association, 1155 East 60th Street, Chicago, Illinois 60637.

Reflections on Law-Related Education (16 pp., paperback) Free
Articles on the theory and practice of law-related education in elementary and secondary schools.

Directory of Law-Related Educational Activities (second edition) (81 pp., paperback) Free
State-by-state listing providing information on over 250 law-related projects. Each project description includes subjects emphasized, activities and materials used, number and sources of staff, number of students involved, sponsors, funding sources, and contact persons. Some listings no longer current.

Curriculum Catalogues

Bibliography of Law-Related Curriculum Materials: Annotated (second edition) (116 pp., paperback) $1.00
Lists and describes more than 1,000 books and pamphlets useful to K-12 teachers of law-related education.

Media: An Annotated Catalogue of Law-Related Audio-Visual Materials (79 pp., paperback) $1.00
Describes over 400 films, filmstrips, records, tapes, and other audio-visual materials which can be useful in K-12 law-related education programs.

Gaming: An Annotated Catalogue of Law-Related Games and Simulations (31 pp., paperback) $1.00
Provides descriptions of over 130 law-related games and simulations useful to K-12 teachers.

(A set of the three Curriculum Catalogues can be purchased for $2.00.)

Publications on Program Development

Law-Related Education in America: Guidelines for the Future (240 pp., paperback) $2.00

Reports on a survey of law-related education projects and funding sources active in the field, and recommends guidelines for the administration, funding, and pedagogy of projects.

The $$ Game: A Guidebook on the Funding of Law-Related Educational Programs (68 pp., paperback) $1.00

A series of articles offering suggestions on identifying funding sources, writing funding proposals, securing community support, and institutionalizing programs. Also includes a guide to further information on private and public funding and a bibliography of materials on funding.

II. Materials on Law-Related Teaching Strategies and Teacher Education

We have listed below some publications which may be useful to those developing teacher education programs. YEFC's *Bibliography* lists many other materials which may be helpful, and we urge you to consult the *Bibliography* in planning your teacher education effort.

Clark, Todd
Education for Participation: A Development Guide for Secondary School Programs in Law and Public Affairs
Constitutional Rights Foundation (1974), 64 pp., paperback
$3.00 (address orders to: Constitutional Rights Foundation, 6310 San Vicente Boulevard, Los Angeles, California 90048)

Provides several models for developing quality components of law-related education programs, including conferences, field experiences, in-service programs, and the use of lawyers and law students. Also includes information on funding and teaching materials and methods. Appendices include information on where to turn for further assistance.

Colorado Legal Education Program
Handbook of Legal Education Materials
Social Science Education Consortium (1976), 240 pp., paperback
Price available from publisher (address orders to: Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302)

Educators critique over 75 law-related materials. Provides some guidelines for analyzing programs, and includes attorneys' reactions to some curricula.

Gallagher, Arlene et al.
Teacher Education Handbook: Law-Focused Education in the Elementary School
Law in American Society Foundation (1972), 44 pp., paperback
$1.00 (address orders to: Law in American Society Foundation, 33 North LaSalle, Suite 1700, Chicago, Illinois 60602)

Detailed teacher education plans, including suggested films and reading materials, discussion procedures, and class activities. Covers purposes of law, historical evolution of freedoms, slavery in America, and Indian law.

Gerlach, Ronald A. and Lynne W. Lamprecht
Teaching About the Law
W. H. Anderson Company, Inc. (1975), 354 pp., hardback
$9.95 (address orders to: W. H. Anderson Company, 646 Main Street, Cincinnati, Ohio 45201)

A complete overview of K-12 law-related education, especially useful to teachers. Chapters provide a rationale for teaching law in elementary and secondary classrooms; the history and future of law-related education; descriptions of curriculum materials; analyses of ways to use community resources; techniques of using legal reference material; suggestions for using case study, clarification strategies, and simulation; information on evaluation strategies; and suggestions as to how school systems can organize programs and train teachers. Selected bibliography provided for each chapter.

Law in a Free Society
On Authority; On Diversity; On Freedom; On Justice; On Participation; On Privacy; On Property; On Responsibility (Law in a Free Society Series)
Law in a Free Society (1973), paperback
$12.50/set of materials for each concept $100.00/entire series (materials on all eight concepts)
Address orders to: Law in a Free Society, 606 Wilshire Boulevard, Suite 600, Santa Monica, California 90401.

There are four books for each concept. These raise questions concerning the nature, sources, and functions of the concept. They also deal with factors affecting young people's attitudes toward the concept. *A Casebook* is intended for use in the in-service training of teachers and other school personnel. *Lesson Plans* is a set of sample plans to be used by teachers, K-12. *A Curriculum* contains objectives which may be used in developing lessons or units for students, K-12. *Guide for Teacher Education* is a manual with suggestions for using the other three books in planning and administering in-service training programs. Books may be purchased separately.

Law in American Society Foundation
Law In American Society
Law in American Society Foundation, journal
$10.00/year (address orders to: Law in American Society Foundation, 33 North LaSalle, Suite 1700, Chicago, Illinois 60602)

This journal carries many useful articles for teachers of law-related studies, and usually provides outlines of simulation games, mock trials, and other classroom activities for elementary and secondary law-related units. Issues are either general or thematic. Special topics have included: the police, law and justice, international criminal law, juvenile justice, and justice for women. Some back issues are available. Published four times yearly.

Longaker, Richard P. and Charles N. Quigley
High School Law Program Attorney's Source Book
American Bar Association (1973), 334 pp., looseleaf binder
$4.50 (limited supply) (address orders to: Young Lawyers Section, American Bar Association, 1155 East 60th Street, Chicago, Illinois 60637)

Contains outlines of practical teaching suggestions, case studies, and background readings. Principally designed to assist attorneys in junior and senior high classrooms. Covers: freedom of expression and religion, constitutional law, criminal law, due process, equal protection, consumer law, environmental law, family law, and welfare law. Stresses the importance of teaching underlying values and processes of the law and political institutions, and recommends using case study, socratic method, role playing, and mock trials, in addition to lectures and expository methods. Suggestions are designed for adaptation to the needs and restrictions of each classroom. Case studies may be removed from looseleaf binder for reproduction for the student.

Missouri Bar Advisory Committee on Citizenship Education and Missouri Department of Elementary and Secondary Education
The Role of Law in a Free Society and the Rights and Responsibilities of Citizenship (rev. ed.)
Missouri Bar (1976), 450 pp., looseleaf binder
$4.00 (without cover), $5.50 (with cover) (address orders to: The Missouri Bar, 326 Monroe, Jefferson City, Missouri 65101)

Over 200 law-related activities cross-indexed by objectives, grade level, and content. Subject areas include origins and basic concepts of law, the need for law, the court system, major Supreme Court decisions, juvenile court, due process, the Bill of Rights in criminal cases, and the Bill of Rights and individual civil liberties. Appendix includes extensive bibliography and specific information about the law.

New York State Education Department, Bureau of Secondary Curriculum Development
Teaching About Basic Legal Concepts in the Junior High School
New York State Education Department (1973), 201 pp., paperback
$1.00 (address orders to: New York State Education Department, Attention: Publications Distribution Unit, Finance Section, Albany, New York 12224)

Extensive outlines which assist teachers in planning law-related lessons. Outlines focus on law enforcement, the legal process, limits of law, and the need for law. Includes detailed teaching strategies.

New York State Education Department, Bureau of Secondary Curriculum Development
Teaching About Basic Legal Concepts in the Senior High School
New York State Education Department (1974), 250 pp., paperback
$2.00 (address orders to: New York State Education Department, Attention: Publications Distribution Unit, Finance Section, Albany, New York 12224)

Extensive outlines which assist teachers in planning law-related lessons on basic concepts of law and the legal process. Includes detailed teaching strategies.

Pratt, Robert B.
Perspectives: A Social Studies Handbook for Secondary Teachers, 7-12, and *Presenter's Guide to Perspectives (Grades K-9), Law-Related Education*
Iowa State Department of Public Instruction (1974, 1975), 251 pp./*Perspectives,* 175 pp./*Presenter's Guide*, paperback
$2.10/*Perspectives,* $1.10/*Presenter's Guide* (address orders to: Iowa State Department of Public Instruction, Curriculum Division, Grimes State Office Building, Des Moines, Iowa 50319)

Perspectives presents models and instructional tools through which teaching strategies and curriculum can be improved in all areas of social studies. The *Presenter's Guide*, designed to be used in conjunction with *Perspectives,* provides a format for an 18-week law-related in-service course for teachers.

Ryan, David L., ed.
Law in Education: Instruction Manual for Kansas Teachers (rev. ed.)
Kansas Bar Association (1975), looseleaf binder
free (limited supply) (address orders to: Kansas Bar Association, P. O. Box 1037, Topeka, Kansas 66601)

Contains substantive state (Kansas) and federal law issues, with teaching techniques for each issue. Covers philosophy of law, the court system, civil procedure, criminal law, constitutional law, juvenile law, family law, contracts, property, torts, consumer protection, environmental law, civil rights, poverty law, business law, and corporate law. Looseleaf binder allows for expansion and updating. Intended for junior and senior high school teachers. Bibliography and activities. Updated periodically.

Starr, Isidore et al.
Teacher Education Handbook: Constitutional Law in the Junior and Senior High School
Law in American Society Foundation (1972), 30 pp., paperback
$1.00 (address orders to: Law in American Society Foundation, 33 North LaSalle, Suite 1700, Chicago, Illinois 60602)

Detailed teacher education plans, including suggested films and reading materials, discussion procedures, and class activities. Covers equality under the law, justice under law, liberty and the law, and separation of powers.

Vetter, Donald P. and Gerard W. Paradis, eds.
Involvement: A Practical Handbook for Teachers on Law-Related Methodologies, Volume I: *Elementary Techniques*; Volume II: *Secondary Techniques*
Law-Related Education Program for the Schools of Maryland (1976), paperback
Price available from publisher (address orders to: Donald Vetter, Supervisor of Social Studies, Carroll County Board of Education, P. O. Box 500, Westminster, Maryland 21157)

Each volume presents a series of 15 suggested classroom approaches to assist teachers in implementing law-related studies in their classes. Among the suggested techniques are case study, mock trial, *pro se* court, role playing, and socratic dialogue. A major portion of *Involvement* contains lesson plans developed by teachers during project-sponsored workshops. Volume I includes over 60 plans for primary and intermediate levels, and Volume II contains approximately 50 middle school and high school lesson plans. These lessons contain ideas which should be useful to teachers who wish to integrate law education into their ongoing instructional programs.

III. Law-Related Projects Educating Teachers

There are a number of ways for you to find out about law-related projects which have educated teachers. Each article in this book provides the address and phone number of the teacher education project being described. YEFC's *Directory* provides a state-by-state listing of projects, many of which educate teachers. However, this book is somewhat out of date. YEFC's *Law-Related Education in America* lists only national and statewide projects, but it is considerably more up to date. The most up to date YEFC publication on projects is the annual listing of summer workshops and seminars. In 1976, more than 55 teacher education programs were described.

In addition, YEFC is pleased to answer any direct inquiry about teacher education. Should you wish information about programs in your area, please don't hesitate to write or phone us.